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ABSTRACT

This report summarizes an education workshop held in Anchorage, Alaska, in January 1969 by the Bureau of Indian Affairs. The immediate objectives were to encourage group discussion, share and evaluate ideas and learning experiences, and make preliminary plans for an educational program which would provide for the development and practice of skills, understandings, and values basic to responsible citizenship. The topics covered include: 1) teachers' comments on ways of promoting the self-image of the learner; 2) ways of implementing trends in social studies and some scientific methods for teaching this subject; 3) students' comments on their educational experiences; 4) the use of charts as teaching aids; 5) methods of teaching beginning reading and arithmetic; 6) the use of drama in elementary grades; 7) ESL techniques for primary and middle grades; 8) language arts; 9) dropouts; and 10) discipline. There are also extracts from panel discussions, including one dealing with the administrative problems involved in transferring the schools from BIA to the state system. (MBM)

Good Teaching Today: Responsible Citizens Tomorrow

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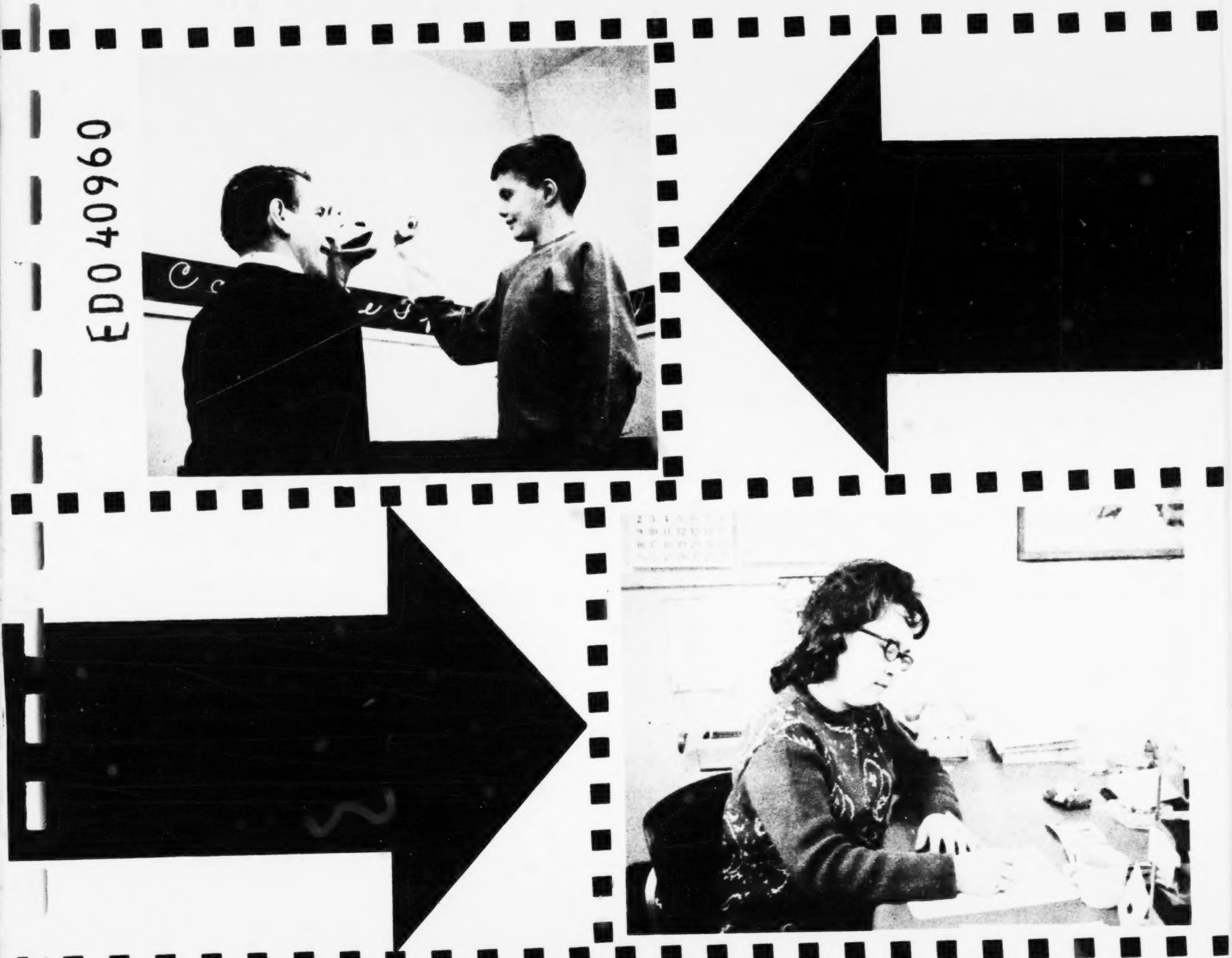

A SUMMARY REPORT

Area-Wide Education Workshop

JANUARY 1969

ANCHORAGE, ALASKA

BUREAU OF INDIAN AFFAIRS

SP004009

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Good Teaching Today
Responsible Citizens Tomorrow

Education Workshop
Anchorage, Alaska
January 20-24, 1969

Department of the Interior
Bureau of Indian Affairs
Juneau Area Office

OBJECTIVES

IMMEDIATE:

To actively participate in group discussions, study and research of modern educational trends and practices in selected subject areas.

To identify and evaluate those learning experiences which will strengthen and vitalize the social studies and language arts areas.

To share ideas and learning experiences, which have been found effective, with fellow teachers.

To make preliminary plans for an educational program (school or classroom) designed to provide for the development and practice of skills, understandings and values basic to responsible citizenship.

LONG-RANGE:

To communicate to students the satisfaction and excitement of acquiring knowledge and understandings through the application of the Inquiry Process.

To refine and implement the plans made at the workshop with extended opportunities for student participation in school and community civic activities.

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"OUR UNFINISHED HOMEWORK"

Dr. Frederick P. McGinnis

President

Alaska Methodist University

PERHAPS THE MOST VALUABLE RESULT OF ALL EDUCATION IS THE ABILITY TO MAKE YOURSELF DO THE THING YOU HAVE TO DO, WHEN IT OUGHT TO BE DONE, WHETHER YOU LIKE IT OR NOT.

THOMAS HUXLEY

ANCHORAGE
WESTWARD

When the citizens of Perth, Australia learned that the United States astronaut, John Glenn, would be zooming over their city in the black of the night, they developed a project to get all the people to turn on their lights to give him a landmark to coordinate his flight pattern. This landmark helped him determine if he was on the right course as he made his first orbit around the earth. When Glenn caught sight of the lights of the city of Perth on the coast, he radioed to them: "Thank you everybody for turning on the lights..."

Your presence this morning is a renewed demonstration that in a way, far more significant perhaps, you too are engaged in the project of "the turning on of lights" for the guidance of thousands of Alaska's children and youth. Some of us who have been often to the villages, towns, and communities from which you come know something of the measure of your devotion in carrying forward your heroic endeavors. We salute you for jobs well done under less than ideal conditions. We, and all Alaska, are in your debt for the time, energy, ability, and creativity you must have to carry on in the far away and lonely places. Your courage and fortitude shame most of us in the larger cities. It is not excessive to suggest that the courage required of you is of the same nature as that possessed by the soldier. The victories you win are of the same type--those which can come only to the brave, the calm, the firm, and the intrepid.

All of us engaged in attempting to effect the hoped-for changes through education for Alaskan children and youth, are aware of our unfinished homework. We can see many of the strengths of private, federal, and state efforts in the field of education and can take heart that so many accomplishments have been possible. The last one-half century has recorded laudable gains in most of the areas of education and for these we all are grateful. Many teachers, administrators and government leaders are to be praised for their foresight, courage, and determination to build a better educational experience for Alaskans. Legislators, federal and state, often have displayed remarkable vision and generosity in providing for education. Few however would be content to rest upon the accomplishments of yesterday.

Very little comfort is gained by looking backward into history to see where mistakes may have been made or by whom with regard to the preparation of the Alaskan native to face adequately the demands of the present and the future. We all recognize that the efforts to which attention is directed in this conference include programs of schools accommodating both caucasian and native. Since the vast majority of the students served in the programs represented here are from the native groups, primary attention will be directed to that group. Your objectives--both immediate and long-range--are laudable. While social studies and language arts may be central to many of the discussions, the entire range of educational problems and possibilities will doubtless emerge over and over again.

Some of the most burning problems facing the Alaskan educator today are symptoms of deeper problems in the social order representing the unfinished homework of the entire Alaskan society. The Alaskan native has not been spared certain destructive influences which have worked against the spirit and development of man in our world in many places. He has been subjected too long to influences which have been harmful to him and his future and over which he has little control.

You are already familiar with the economic problems, the health problems, the land problems, the social, and political problems. The institutions taken for granted for decades or centuries for most of the developed part of the United States have been lacking or extremely limited in most of the native communities of Alaska:

> libraries with relevant materials, schools of a given quality of facilities, museums, art programs, opportunities for family development in educational and social areas, medical facilities close at hand and staffed adequately, counseling services and numerous other facilities for social well being.

No effort is here made to indicate that the villages of Alaska should be like the typical villages or towns of the United States. However, medical, social, educational, and cultural needs are universal needs in the midst of diversity of cultures. Personalities will be developed with significance to one's self, others, and society as a whole, with strength or weakness, regardless of the geographic or cultural setting in which such development takes place.

Without attempting a definitive overview of all educational programs in rural Alaska, there are certain important facets that should be mentioned:

> The Native population is young, with a median age of 16 years. More than 77% are younger than 35;
>
> At mid-1967 there were over 18,000 native young people enrolled in schools in Alaska. Others were enrolled outside Alaska. Within Alaska:
>
> > Two out of three were in villages with populations of half or more natives.

6,200 were in 82 schools operated by the BIA;
2,300 were in 48 schools operated by the State of Alaska;

4,100 were in schools in Alaska's six largest cities: (Anchorage, Fairbanks, Juneau, Ketchikan, Kodiak, Sitka). The 4,100 represents an increase from 1,800 in 1957.

Other Native students were enrolled in schools operated by independent school districts, private, or denominational groups, and the State under Johnson O'Malley or Fish and Wildlife funding.

The number of boarding high schools has nearly tripled since 1960.

In 1967 the BIA reported that since 1955 the number of Native students continuing education beyond high school increased from 54 to more than 1,000.

However, the high school drop-out rate, according to a recent study, was twice that of non-natives in Alaska. Reasons given by the respondents:

over-crowded conditions of schools;
need to help parents; marriage;
belief they were too old to continue school.

This study conducted by W. D. Overstreet, contains two especially significant statements:

> "Three-fourths of the respondents were five or more years retarded in grade...The attitude of the drop-outs toward education was excellent."

No statewide survey has been made, to my knowledge, since 1960, but recent data compiled for antipoverty programs for 21 villages show 31% of Alaska natives 25 years of age or older have completed the eighth grade, compared with 11% statewide in 1960.

The white Alaskan median education is grade 12. There are increasing evidences and reports of interest among villagers in securing further education and training. Inadequate funding for vocational education, deficiencies in basic education, scarce facilities for training within Alaska combine to deny the rising expectations and aspirations of the Native student.

The education and medical needs of the Alaska native are financed, in the main, by private, State of Alaska, and Bureau of Indian Affairs budgets. Not counting the State's investments annually, the Bureau of Indian Affairs and Public Health Service budgets for Alaskan natives for 1968 amounted to $43 million. Approximately $20 went for education and was divided almost evenly between program and facilities. For health and medical services and related programs $18 million was expended in 1968, with another $2 million going for welfare programs.

With the present level of expenditures for health services by the federal and state governments, it is quite clear that conditions of health affecting education need additional, emergency, major attention. Until a way is found to deal realistically with the health needs, the educational efforts will continue to suffer drastically for that reason alone. Several examples are given below of the most acute problems according to the available statistics. Your own personal observations at the home bases would probably confirm these comments in the main:

(1) Largely because of pneumonia, the Native infants had in 1966 a mortality rate twice that of white Alaskans;

(2) The incidence rate of newly reported active cases of tuberculosis (1963) was still nearly twenty times the rate for the United States as a whole;

(3) Middle ear infection, which impairs hearing and often results in total deafness, in 1967 was the third ranked cause of hospitalization. Children were mostly afflicted and the disease is established generally by the time a child is two years of age. The failure to secure prompt medical attention and treatment makes for chronic and often crippling conditions.

Ten to fifteen per cent of the Native children in villages have such infection.

While upper respiratory infections predispose the children to the infection, iron deficiencies in the diet contribute to the susceptibility of children.

There are other important health problems but the three listed should be given such special attention that rather drastic, emergency measures should be demanded by knowledgeable and responsible authorities in local, state, and federal government as well as through private efforts.

Education should form a continuity, even a unity, in the life of the individual, interrupted only by the physical separation of the institutions attended. We have tended to restrict our views seriously as the "academic curriculum." To complete the unity we should include teachers and family members as well as the students. A child's education starts long before he enters the school. Programs, curricula, and institutions, though they are the topics most discussed by educators, are not education. Education is what happens, or is supposed to happen, to the individual who works his way through a curriculum and is exposed to the influences of his home, community, school, and institutions.

The Alaskan Native student now is faced with the fact that his world is changing. The white man's culture is overwhelming the traditional native culture. He stands between two worlds: one not yet dead; the other not yet born. The geography and climate which so long shaped him and his education are being tempered: oil for heat during the long cold winters, electricity for light during the long arctic night, snowmobiles for easier travel on the long hunt and journey, modern firearms for killing game, radio and television soon to bring the world to his doorstep. Education, consisting of imitation of family and neighbors, he suspects may not be adequate for life within a nation of shrinking size caused by transportation and communication changes.

As we turn our attention toward the challenges for the future, a few specific references will now be made to our unfinished tasks:

(1) Pre-school and elementary school: In recent times a new fact has sprung up onto our horizon: any normal child will learn more in the first five years of life than he will ever be able to learn again. Even if he should have the mental endowment of an Einstein, he will still learn more in those early childhood years than he will when he becomes a world renowned scholar. The future effective education program for the Alaskan native must begin earlier than we have thought possible. It must involve the home and family, must begin with found health with careful attention beginning at infancy and detailed attention at about two years of age. All educational, medical, and social welfare personnel of state, federal, and local governments should declare a new "War on Disease." The teacher cannot carry the heavy burdens of teaching well and also face

daily the tragic downdrafts of disease and other human problems of the child. If a teacher even begins to approach a reasonable measure of success, the deep and universal needs of children must be kept in mind:

> the needs of love, a sense of competency, a sense of personal worth and a sense of personal and social identity.

The first requirement for a sound educational experience will include a stress of all aspects of development: physical, emotional, and social. More and continued efforts should be placed upon materials that speak to the children's own experiences. There is no reason why teaching tools cannot be culturally relevant. We should make increased efforts to prepare more native teachers and teacher aids to assist with the enormous and growing demands for such prepared leadership. The colleges and universities in Alaska, even at the expense of neglecting more exotic or glamourous programs should turn major attention to this possibility.

(2) The secondary school level: We all are familiar with the recent discussions and debates as to the best arrangement for the secondary schools and, more especially, the discussions surrounding the "regional high school proposals." Obviously there is no ready nor easy solution presented by the social setting and arrangements for high school work. The current diversity of arrangements: federal schools (local and boarding); state schools (local and boarding); private schools (church and non-church, local, and boarding) makes it difficult to mobilize the educational structure in an all-out assault on the inequities of the social structure. This places the teachers in a most difficult position; even when the problems are well defined they often are powerless to effect the kinds of broad social change necessary to correct some of the ills.

Mr. Flore Lekanof submitted a paper in June of 1968 to the Alaska Federation of Natives with observations regarding solution to some of the pressing problems of education as he sees them. This paper is commended for wide reading. He proposed curriculum changes so that formal education through the tenth grade might be offered at the village level. This would make it possible for the student to be near the parents until about 16 years of age, in contrast to the present plan of completing grades 6 to 8 at about 12 to 14 years of age and then leaving for further education. To implement this plan, substantial changes would need to be made. In the long run, and as a part of other major changes, this plan has much merit.

Also proposed was a plan of regional high schools in nine areas: (Aleutian Islands, Bristol Bay, Bethel, Kotzebue, Barrow, Galena, Fort Yukon, Southeastern [Mt. Edgecumbe], and Tok).

These schools would span the eleventh through the fourteenth years--the last two years of regular high school and first two years of a post-high school educational experience. There would be two types of educational programs: for the college-bound and the vocational-occupational student. This could be a most effective plan dependent upon the adequacy of funding for quality programs, levels of motivation and incentive of the students reaching these regional schools and the curriculum developed. The Native people themselves should be "involved fully" in the over-all plan for educational planning for rural Alaska. This plan would cost more than the present plans but the stakes are much higher and the success of the programs more likely than under the present plans.

(3) Higher education and Post-High School Education: In these areas, to date, with few exceptions, there has been dismal failure. Less than two per cent of all who have entered a college or university have completed the four-year course and been awarded a degree.

Central in the failures has been the deficiency in reading, writing, and speaking. Even those well prepared for college academically may be poorly prepared psychologically: why complete college? Several signs of hope are on the horizon:

The Upward Bound programs are beginning to place Native students in four-year collegiate programs both within and outside Alaska.

Head Start personnel may receive university training for the first time this year in their home regions.

Colleges and universities are offering special programs for the education of aides for schools in rural Alaska.

Additional steps needed: (1) adequate counseling programs; (2) more preparation for those teaching in rural Alaska, especially in anthropology, English as a second language, and linguistics; (3) special teaching materials related to Alaskan needs (4) vocational and occupational programs.

The task of education will never be a finished task. In a sense we will never finish our homework. Nor will those who come after us. We could, however, encourage steps which would doubtless make all the difference for many of those children within our concern. Each could make his own list of priority projects. Here's my listing of priority needs:

a. A Marine Hospital: This medical surgical ship would ply the waters of Southeastern Alaska all winter and the other Alaskan coasts from April through August or September. It would be funded as a federal-state cooperative project. It would be staffed with an adequate staff of doctors, surgeons, dentists, and nurses, with supporting personnel. It would carry a staff of specialists in preventive medicine including individuals with skills in the the major Indian, Aleut, and Eskimo languages. This ship would concentrate on areas without regular hospital facilities. Primary attention would be given to diseases with infections, especially the ear infections, tuberculosis, tonsils, mastoid, and others. Other care could be given. Health education would be stressed in the language of the adults. Airlifts could assist for the interior villages similarly. This would cost millions of dollars annually but the first strikes against adequate education would be dealt with for hundreds and thousands of children and youth.

b. Expanded Teacher-Aide Program: Several categories of assistants for teachers could be prepared by the colleges and universities of Alaska, including primarily Natives.

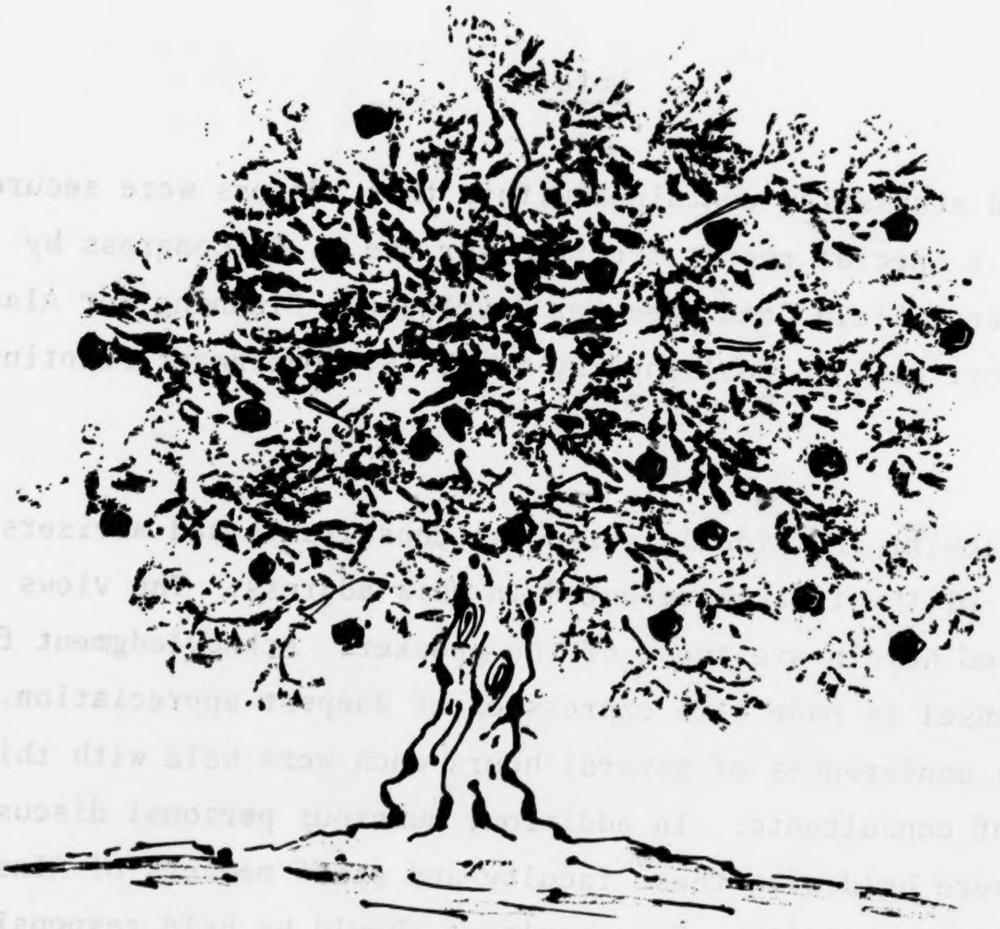
c. Expanded Head Start and Early Childhood Programs: The programs currently underway should be doubled or tripled and involvement of local people should be increased substantially.

d. Substantial increase in appropriations: Federal and state appropriations for education should be increased by 50 per cent during the next few years with a view to doubling within five years. This would provide for improved teachers salaries, new facilities, equipment. We have the money. What is needed primarily is the purpose and will to spend it on our schools.

e. Comprehensive plan for Alaskan Education: A task force should be created, as soon as good planning will permit, by the State of Alaska to recommend a comprehensive plan for education for Alaska from pre-school through university programs. This Task Force on Education should survey all the needs for all Alaskans and recommend the legislation, federal and state, required to implement the plans proposed. The Alaska Natives should be well represented on such a Task Force in order that the special needs of rural Alaska may be kept in the forefront of considerations.

All of those engaged in education are engaged in new beginnings. The power and drama of your tasks are revealed over and over again with each new student enrolled and each new life entrusted to your care. The following paragraph by Dr. Howard Thurman of Boston University has been chosen for your reflection and, hopefully, inspiration, as you enter your conference and as you again take up your important tasks at home:

Dr. McGinnis Mrs. McGinnis
Miss Elmendorf



The Growing Edge

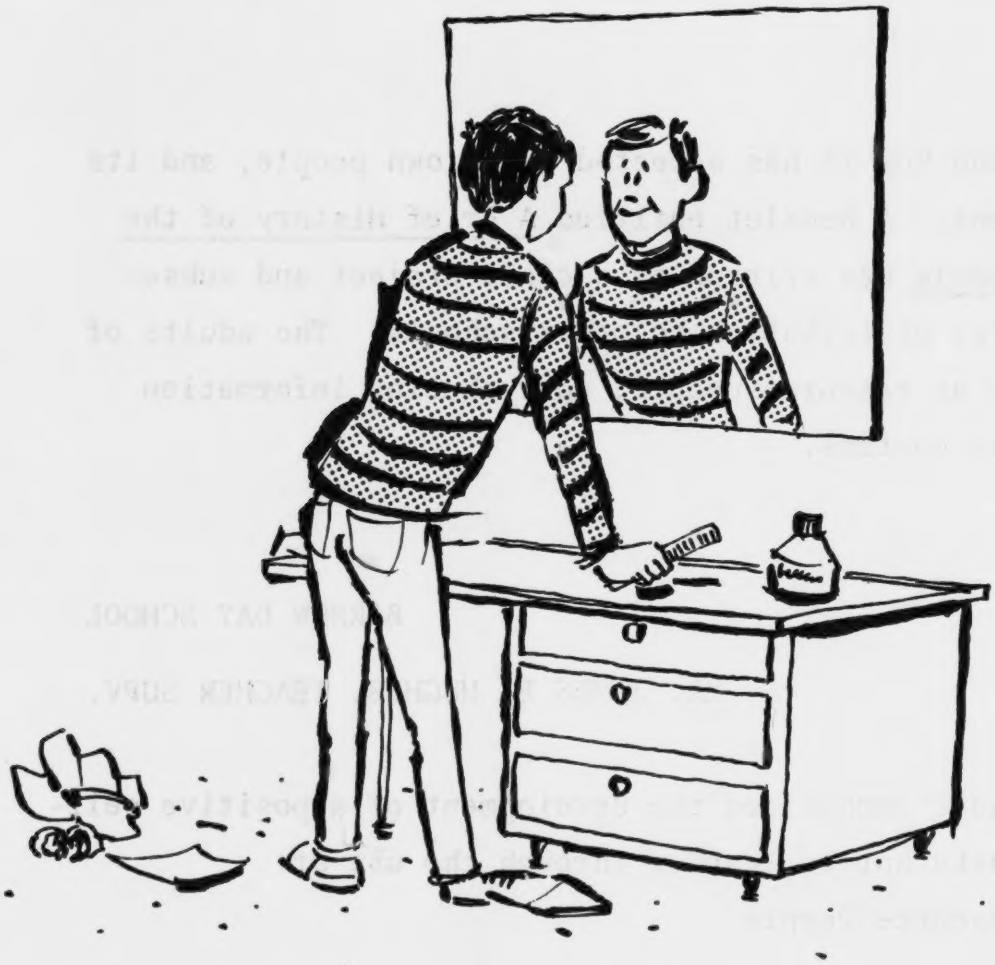
All around us worlds are dying and new worlds are being born;
All around us life is dying and life is being born.
The fruit ripens on the tree;
The roots are silently at work in the darkness of the earth
Against the time when there shall be new leaves, fresh blossoms,
green fruit.
Such is the growing edge!
It is the extra breath from the exhausted lung,
The one more thing to try when all else has failed,
The upward reach of life when weariness closes in upon all endeavor.
This is the basis of hope in moments of despair,
The incentive to carry on when times are out of joint
And men have lost their reason; the source of confidence
When worlds crash and dreams whiten into ash.
The birth of a child--life's most dramatic answer to death--
This is the Growing Edge incarnate.
Look well to the growing edge!

Notes

1. Data and statistics contained within this address were secured through a special report prepared for the U. S. Congress by the Federal Field Committee for Development Planning for Alaska. The report will be published by the U. S. Government Printing Office.

2. The following individuals served as consultants and advisers on several of the topics presented in this address. The views expressed herein are those of the speaker. Acknowledgment for the counsel is made with expression of deepest appreciation. Several conferences of several hours each were held with this panel of consultants. In addition, numerous personal discussions were held with these faculty and staff members of Alaska Methodist University. No consultant should be held responsible for any of the conclusions reached nor recommendations made. The writer assumes this responsibility.

Dr. Marianna Bunger	Professor of Education
Dr. William E. Davis	Professor of Psychology
Professor Nancy Davis	Professor of Anthropology
Dr. O. W. Frost	Dean, College of Liberal Arts
Prof. Barbara Goldberg	Consultant: Head Start Program
Mr. Gary Holthaus	Admissions Counselor
Dr. William Lewis	Professor of Education
Dr. Beulah E. Miller	Dean, College of Nursing
Dr. Robert D. Porter	Professor of Sociology



PROMOTING THE POSITIVE SELF-IMAGE OF THE LEARNER

MEKORYUK DAY SCHOOL

MR. ELI RIBICH, TEACHER

A teacher at Mekoryuk stated that one of the chief obstacles to a successful social studies program was student indifference to a traditional social studies curriculum which focuses upon United States history, traditional to the "lower 48" courses of study. For this reason, Mekoryuk teachers have worked exclusively on the unit plan, stressing the history of the Nunivak Islanders.

A positive self-image was developed through an increasing awareness of the past of the Nunivak people. In relating to the past, the students were better able to focus upon the present in its total context. Thus was developed a knowledge of the meaning of cultural change and how it has affected their own people, and its future implications. A booklet entitled A Brief History of the Nunivak Island People was written as a class project and subsequently printed for distribution to other schools. The adults of the village acted as resource people, contributing information relating to Native customs.

BARROW DAY SCHOOL

MR. JAMES E. HUGHES, TEACHER SUPV.

Barrow teachers have emphasized the development of a positive self-image for the Alaska Native learner through the use of:

1. Local Resource People
2. Artifacts
3. Native language in daily work
4. Student expression
5. Penpal letters
6. Native leaders in various club activities
7. State and Native history

It is not easy to pick out the best methods or techniques since, obviously, it is hoped that every method or technique will fulfill this goal. One successful approach, one I'm sure you have used many times, is bringing resource people from the village into the classroom. They have been utilized in just about every grade level and subject area. They provide a valuable insight into the past and present, and help prepare the students for future village life. Resource personnel have included our school custodians, ivory carvers, basket makers, businessmen, the village magistrate, the local policemen, and the State Trooper. Each has added an important facet of village life. We have taken this a step further by making field trips. Here the student gets the opportunity to see Native people at work, holding down responsible positions. Visits to the bank, the post office, co-op store, the weather bureau, and the airport have all provided a positive self-image. And believe it or not, for some students it was their first time inside many of these establishments, even though they have lived in Barrow all their lives.

Studying the past to understand the present has always been an integral part of teaching history. We have used this technique by looking at the varied artifacts collected by students, teachers, and parents. The use of many of these artifacts is quite clear; others require some research on the part of the students. Here they utilize the vast knowledge of their parents and grandparents. Fortunately, we are not too sure who learns more from these discussions, the students or the teachers.

An approach that has given a special self-image has been the increased use of the Native language in daily work and special projects. Many teachers have successfully integrated Eskimo words and phrases into their spelling lessons, grammar units, reading and history units, and music classes. The latter lends itself extremely well to the use of Eskimo, though there are those who will argue about the correct words or pronunciation. However, the students have fun and are especially pleased when they can teach the teacher new words. Sort of ESL in reverse; Eskimo as a Second Language.

Through such areas as the school choir, school newspaper, and the school radio programs, the students have an opportunity to express themselves, and they have really done a good job. Elementary art work, depicting school, home, and village life has been sent as far as New York City for exhibition, and to Fairbanks for showing on I.T.V. All of these areas provide a "creative" self-image.

Incidentally, I can't think of a better way to provide a positive self-image for the Native learner than the fact that we have 30 boys and girls from Barrow here this week, singing for us and taking an active part in their workshop. This has not only given them a wonderful self-image; it has also provided one for our school, the entire village, and the Bureau.

Another approach, though rarely of our own volition, has been the flood of letters, tapes, and other correspondence coming into the Barrow schools from all over the world. I suppose the penpal letter is one of our most up-to-date textbooks. At least we find them so. Surprisingly, though, we receive many letters from people who still believe that Eskimos live in igloos, eat only raw meat, and kiss by rubbing noses. Whatever the case, the return letters do provide our students with a real opportunity to describe their way of life, and with quite a bit of pride. I would imagine there are many people around the country still in a state of shock in finding Barrow so sophisticated, complete with T.V., jet transportation, movie theaters, department stores, taxis, cars, trucks, ski-doos, and only a few dog teams. Naturally, this provides the students with a positive "village" image.

There is one approach we seldom teach, but one I feel that has had a tremendous impact on the Native learner. This is the "public" image, created by Native leaders throughout the State and the nation. Today there is a growing interest on the part of the Native, in local, state, and national affairs. The newspapers and magazines are filled with the hard work and good deeds of those leaders. The children read about them and discuss the events. We are hopeful our students will develop this same responsibility when they participate in the student council. The members of this body have effectivley set up many worthwhile projects to better their peers and their school. Students also participate in school affairs by serving on the school discipline court, having the same voting privileges as the teachers. This has definitely created a "responsible" self-image; one, we hope, will be carried over into their adult life.

Last, but by no means the least, has been our concentrated effort to teach state and Native history in most of our classes. This has not been easy due to the lack of adequate material. Most of our present textbooks have very little on Alaska except to note that it is the largest State. Some still call it a territory and many include the inevitable picture of an Eskimo family living in an igloo. Instead of relying on this our teachers have had to form their own units, utilizing the available information and material they can beg, borrow, buy, or make. They have done a grand job. More importantly, the students have gained tremendously from these units, since they are the real source of information for the teacher. And does this make them feel proud!

Always providing a positive self-image is not easy. It takes planning and lots of hard but rewarding work. Forming this image, whether good or bad, depends largely on people, their actions, and reactions. Let us hope, that as we attempt to help the Native learner improve his self-image, we will also try to improve our own. Sometimes, for many of us, the only time we think about it is after the first look in the morning mirror.

HOOPER BAY DAY SCHOOL

MR. JOHN DUDLEY, ACTING PRINCIPAL

The Hooper Bay Day School has initiated a program aimed at the achievement of the following goals:

1. Fluency in English
2. Achievement for all children and failure for none
3. Meaningful community involvement in the school program
4. Pride in the Native culture

Methods being tried to achieve these goals are:

1. Individualization in teaching
2. Modular scheduling
3. Team-teaching
4. Non-graded school
5. Oral English foundation through an ESL program
6. Alaska Native Reader program
7. Speech-hearing program
8. Adult education

SHAKTOOLIK DAY SCHOOL

MR. WILLIAM DODD, PRINCIPAL TEACHER
MRS. HAZEL DODD, TEACHER

Basic social needs have been defined as: "Achievement, Acceptance, and Affection." Feeling of self-worth depends directly upon the extent to which these needs are being satisfied. Gratification precipitates a feeling of security and confidence, a positive self-image. Possessing these, an individual finds social participation satisfying and desirable. Conversely, successful participation can either strengthen or build self-esteem.

The role of the instructor would then appear to be primarily that of providing appropriate tasks in which the pupil can achieve, and yet be challenged. However, this easily-recognized problem can become quite complicated and when trying to provide for individual differences in background experiences, abilities, and interests. Too, the activities must be worthy of the effort and lead to definite goals.

Individual Approach

In creating a positive image in the Native child, there is much to be done before assigning the tasks. Personally, my first endeavor is to get them to identify themselves as individuals, not just a part of the usual swarm. It's surprising how many of the children get displaced in the crowded households, and are hungry for a little attention or affection.

Helping the child to become more aware of himself can be promoted during "non-recitation" time by brief, spontaneous chats in the halls, or in the classroom before the "last bell," or after school is done. Even interested listening, with but an occasional comment or question, will offer the child the most personal attention he'll receive that day. Once sincere rapport has been established other pupils promptly gather to add their voices to the conversation. No chat, no matter how trivial, should be discouraged. When the child has the teacher's attention and others listening to him, he begins to feel a bit more important.

Interaction of Individual with Group

Once the child has savored a little attention, he will be anxious to remain in the "lime-light." Naturally, his limited experience cannot long supply items for continued conversation. He may then turn to saying silly things, or acting foolishly to retain the attention. At this point the teacher must direct him into activities of the classroom on a level at which he can demonstrate success before others. Be alert to utilize any talent such as drawing, singing, storytelling, etc.

When activity begins to falter, I usually call for a group sharing experience that can be enlivened and enriched with each child's contribution. The Native pupils I have taught have all enjoyed such assignments as telling the others "A Funny Dream I had," "Once I was Really Scared, (happy)," etc. Each pupil not only has his moment, but also interacts with all the other classmates through vicariously going through their experiences with them.

Naturally, no criticism or grammatical corrections should be imposed by the teacher during such activity. He should be laughing, looking excited, and making a grimace or shuddering right along with them. At such times, the teacher can "let down" and "come off his dignity" without any loss of position. To the contrary, a very desirable, humanized rapport can result. Remarks such as "Boy! I'll bet you really did run!" or "Did you ever dream that you were trying very hard to run away from something, and you could hardly move?" help to involve the teacher in the personal experiences. For awhile you can be one of them.

So far, we have the child discovering that he, too, is important enough for others to listen to. Also, that he cannot only attract the attention of his classmates but can also create responses in them. They are gaining in confidence and self-esteem through such off-hand and informal experiences, but now the curriculum must provide for continuing rewarding participation.

Social Studies

Since the main theme of social studies is the interaction of peoples, it affords the most opportunities for self-image nutrition. Personally, I do not dig into such as the ancestorial descent of the Native pupils. To me, they already appear sensitively aware of too many differences between their and our current cultures. To travel backward into eras of primitive cultures could appear as ridicule to already sensitive children.

Isn't it sufficient to simply state: "Most historians now believe that the earliest Eskimos and Indians migrated into North America from Asia several thousand years ago"? I would then begin the story of the white race; how we reached the New World, and spread finally into their Alaska.

Most Native pupils exhibit very superficial or no interest in their racial history. The few who do display interest may be encouraged to do research, but not required to do so. In this way non-flattering or derogatory information is not heaped upon them by the teacher.

One idea I strive to develop in both social studies and science, is how man's way of life and advancement are sharply controlled by his environment. I make no attempt to flaunt a superior white race. To the contrary, I expose its crudest cultural elements fully.

Native pupils appear quite interested in learning that our ancestors also hunted with bows and spears; that they often lived in caves, hollow trees, crude huts, and rough cabins. They draw mental parallels,aand are a little pleased to note that they, too, have invented and developed more comfortable dwellings. Pictures of crude cabins erected by the "Cheechako" English colonists bring smiles and ego nourishment, since their present day cabins are of better construction. Don't destroy this bit of pride by saying, "But just see how they have grown into huge skyscrapers." To the Native, bragging or boasting conveys a belittling thrust at him. Apparently, conclusions they reach by themselves through facts are not offensive.

Presenting the story of our nation's growth as people taking advantage of great natural resources and a moderate climate can be paralleled by the Natives' use of his cunning endurance, and resources to achieve survival in a hostile environment. Respect their way of life and show genuine interest in learning all you can from them about it. Don't remind them that theirs is mainly a cabin culture. They will realize this but will consider it as a step toward future developments, such as our European forefathers made.

Encourage them in thinking that the severe climate and concealment of the natural resources have made achievements in their homeland come more slowly. Do not permit them to contrast their cultural achievement to ours. A research into Native inventions many of which were ingenious, would help to develop respect for Native inventiveness.

Language Arts

The telling and listening to folklore stories was the main entertainment in the years before the intrusion of the outside world. Many of the tales have been recorded, translated and published. Native pupils never tire of listening to them. Usually, there are two or three grandparents in the village who will gladly and proudly tell the stories to the school pupils. Often the narrator must use the Native tongue, but this is not undesirable. Even though none of the listeners may be able to understand the narrative fluently, the group can usually pool translations to recreate the tale.

Translation of such interesting source material serves as an exercise in their Native tongue, as well as relating it to our English usage. A climax to such activity is to make a tape-recording and exchange it with pupils in the "Lower 48," or even Hawaii. Awareness of the great interest in their own culture by outsiders does help bolster their self-esteem.

Frequently stories are encountered in supplementary reading materials dealing with Native characters and locale. These have a high interest level for the pupils and also offer a splendid opportunity for critical reading exercise:

(a) "Do you think such events could have happened? Here in Alaska?"

(b) "Did the people in the story do things the way you would have done?"

(c) "Do you think the author had ever been to Alaska? What makes you think so (or not)?"

(d) "Did you think the author made any mistakes about the land (people), (animals), (weather), etc.?"

Why not give the pupils opportunity to compose an imaginary story of their own with Native characters? They also like to draw their own illustrations and exhibit them along with the narrative.

As was stated at the beginning of this writing, the pupil is both pleased and encouraged when holding the approving interest and attention of others. Their creations, too, are a part of them, and are being accepted.

PROJECT: STUDY OF NATIVE FOODS

Objective:

1. To instill a better understanding of nutritional value and preservation of Native foods.
2. Reasons for Native methods of preserving food.
3. To demonstrate Native foods aid nutrition when properly selected.

Implementation:

Studying foods and diet in third grade health class.

Methods and Techniques:

1. Studied menus suggested in book.
2. Made menus supplementing as many Native foods as possible.
3. Discussed methods of storing and preserving foods such as drying, salting, canning and storing in barrels.
4. Drew pictures and wrote short descriptions of foods and methods of preservation.
5. Stories and pictures were sent to a class outside Alaska.

Outcome:

1. Children learned that a proper diet doesn't have to consist of foods from outside sources only, but Native foods can be supplemented.
    a. Learned which Native foods to substitute.
2. Learned reasons for preservative methods
    a. No processing plants
    b. No refrigeration
    c. Different foods keep better preserved in different ways
3. Children were pleased, took pride and did their best in drawing pictures and writing stories upon learning they were to be sent to another class.
4. Children asked to make more things and write more stories concerning Eskimo life.
5. Children showed enthusiasm, interest and identification with outside class.

PROJECT: TRANSLATION OF A NATIVE SONG

Objectives:

1. To interest children in their Native language.
2. To learn degree of difficulty English speaking Eskimo children experience in learning the Native language.
3. To illustrate Eskimo songs are as enjoyable as English songs.

Implementation:

To be put on a tape with other material for an outside school.

Methods and Techniques:

1. Discussed and planned song with children.
2. Chose song. (Very short, simple and one which the children understood).
3. Involved Mothers' Club and Instructional Aide in translating song.
4. Taught by Instructional Aide
    a. Each second and third grade child was given a manuscript copy of song with the Eskimo translation under each word.
    b. Instructional Aide read translation several times, then had children repeat phrases after him. This took several days, working for only short periods at a time.
    c. Children attempted to sing song led by the Instructional Aide.
    d. Short periods of practice were carried out for three weeks.

Outcome:

1. Very few children actually learned the Eskimo translation.
2. Little interest was displayed.
3. Younger children were reported to have told parents they didn't like that old Eskimo song.

Left to right: Robert Portlock, Merle Armstrong, Warren Tiffany, Clifford Hartman, and Arnold Griese

How Will Rural Alaskans be Provided Opportunities for High School Education?

A Panel Discussion

QUESTION:	If the State takes over, will the schools have hot lunch programs and will the children have to pay?
ANSWER:	We feel that if one can help himself, he should be able to pay a reasonable price for the hot lunch. We feel we should charge something even if it is a nickel or a dime. We think it will give a person a little more self-respect. We need to help ourselves to the degree that we are able.

QUESTION: What is the retirement age of teachers for the State?

ANSWER: The retirement age is 65. There are exceptions to the rule.

QUESTION: What does the State have to offer the teacher in the village in the way of services?

ANSWER: Four Instructional supervisors that visit the rural schools--we need more but we feel that this is the best service we can offer the teacher in the villages.

QUESTION: Do you have any idea how soon a four-year high school could be implemented at either Barrow or Kotzebue?

ANSWER: If funds are reprogrammed, every possible effort will be made at both schools, depending on how soon funds are reprogrammed. It must be done by April or there won't be time for construction for the school year 1969-70.

REACTION PANEL

Left to right: Troy Sullivan, Gladys Jung, Linda Ambrose, Martha Wells, Jack Jones, and Louis Jacquot

QUESTION:	If the State takes over the Bureau of Indian Affairs schools, who will pay the students' way to school?
ANSWER:	We feel it will be a dual responsibility between the Bureau and the State. We are hoping that before long, regional high schools will keep the Native children close to home.
QUESTION:	Will there be any difference when the State takes over?
ANSWER:	We doubt that you will notice any change of any significance.
QUESTION:	What level of income will a person have to have to determine whether he gets financial aid?
ANSWER:	It will depend on the needs of the student. It is determined each semester for each student. Poverty level students will not be refused.

QUESTION: Do the State schools have instructional aides or teacher aides?

ANSWER: We have budgeted funds and we intend to employ as many people as are employed right now in the schools.

QUESTION: What about Togiak?

ANSWER: Funds were not budgeted in Togiak for education aides.

ANCHORAGE
WESTWARD

IMPLEMENTING TRENDS IN SOCIAL STUDIES--Max Harriger

I could just as easily have called this presentation Change in Education as Implementing Trends in Social Studies. I'm going to be talking quite a bit about change. Most of us are products of a culture and an educational system in which practically everything was known. Our major responsibility was to learn it, and if we learned it, we would be very well equipped to face whatever problems or situations we would encounter in life. We are now being told by those much more learned than I, that actually our culture is discovering; that very little is known for sure. That our responsibility is much greater than trying to teach our young people the facts they need to be equipped with to be able to function successfully in life. In fact, about the best we can hope for in an educational program is to teach our children to think and to analyze and hopefully, to use whatever information is available at the time they are confronted with problems to find solutions to these problems. There is enough evidence available to clearly indicate this can be done in an educational program, and that once it is done they will be better equipped to handle the problems of society than we are.

Speaking of change, we will have to speak of a program that is marked with a situation that doesn't even remotely resemble ours. I can recall from my own experience, having grown up on a farm in Pennsylvania, a Pennsylvania Dutch community, in which a very specific set of values was taught to us and I think a very good set of values. We learned it fairly well according to the dictates of a Pennsylvania Dutch father and yet I find myself having to compromise this value system almost every week if I want to be competitive in the socio-economic area in which I have elected to compete. Not everyone would elect to compete in this but the choices are not all that easy either, because neither would I elect to go back to that farm in Pennsylvania. I'd starve to death in 90 days. I couldn't make it there anymore. In fact, that farm isn't even being farmed anymore. Things are changing! Out of a graduating class of 367 in the year 1942, I can count those who remain around there on the fingers of both hands, and we really didn't particularly want to leave. World War II thrust us into a situation where it was convenient and most of the fellows, as would I have, probably preferred to go back to the farm but there was nothing for us to do.

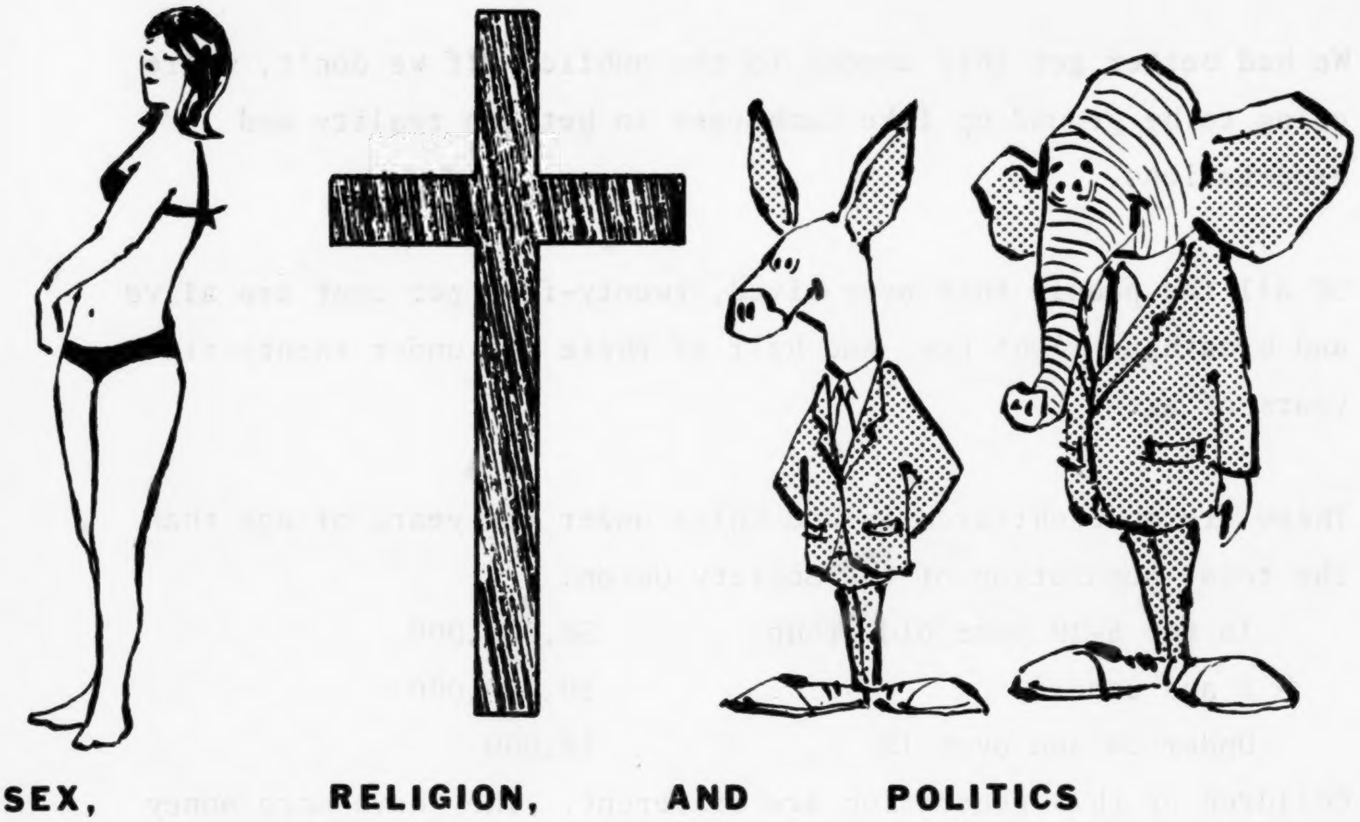
Alaska is changing. People are shifting. Villages won't stay the same, cities won't stay the same and the kids will have to change with the times. I don't know whether or not our educational program is equipped for the change.

People who live in Alaska now will have to, one way or another, become equipped to function in a different situation from one in which they have always felt comfortable. I don't mean by this that everyone is going to leave his home community. Some will leave; most will not be able to stay in the community and make a living even if they want to. These, then, are changes which our young people are going to have to make. Some decisions will have to be made about whether they will stay in their home communities or go somewhere else. I think we have a responsibility to equip these young people as fairly as we can to make these decisions for themselves, based upon information they have available.

The social studies program must bear a large share of the responsibility for providing this information. For this reason alone we should examine the curricular offerings and make needed change according to current trends. Much of what we now teach is irrelevant.

To achieve relevancy we must develop programs that are:

1. **Centered upon what is happening now instead of what happened in the past.**
2. **More challenging and less repetitive.**
3. **Designed to equip people for the problems they will have.**
4. **Designed to teach pupils to think and analyze.**
5. **Designed to give economics, sociology, anthropology and political science a place in the elementary school.**
6. **Prepared to make use of more varied media: records, tapes, artifacts, filmstrips, reading materials.**
7. **Designed to teach children how to solve problems.**



Sex, Religion and Politics

by Dan Moore

(paraphrased from a tape recording)

Education will change more, probably, in the next decade than ever before. We are living in the greatest historical era in the history of man. A way of life is coming to an end and a new way of life is beginning. We are going to have to change. Some people refuse to recognize the need for change. They may be able to perform our traditional function in society. We are not going to be able to perform that traditional function the way they expect us to.

We had better get this across to the public. If we don't, we're going to be ground up like hamburger in between reality and expectations.

Of all the people that ever lived, twenty-five per cent are alive and breathing right now, and half of these are under twenty-six years of age--

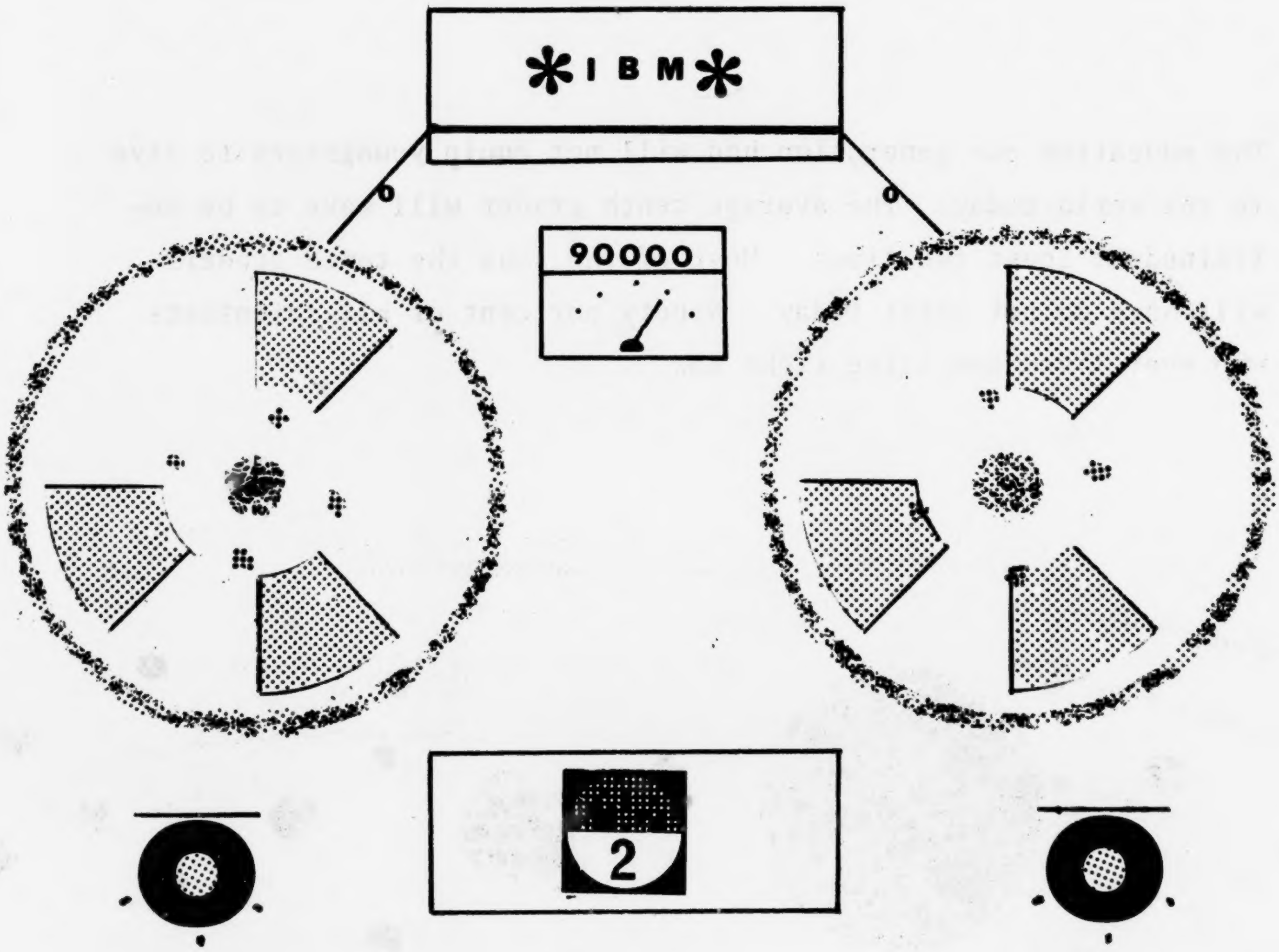
There are more children in Red China under ten years of age than the total population of the Soviety Union:

In the 5-19 year old group	50,000,000
5 and under	20,000,000
Under 24 and over 19	18,000

Children of this generation are different. They have more money to spend. Their education is different. They are taught to think; to question.

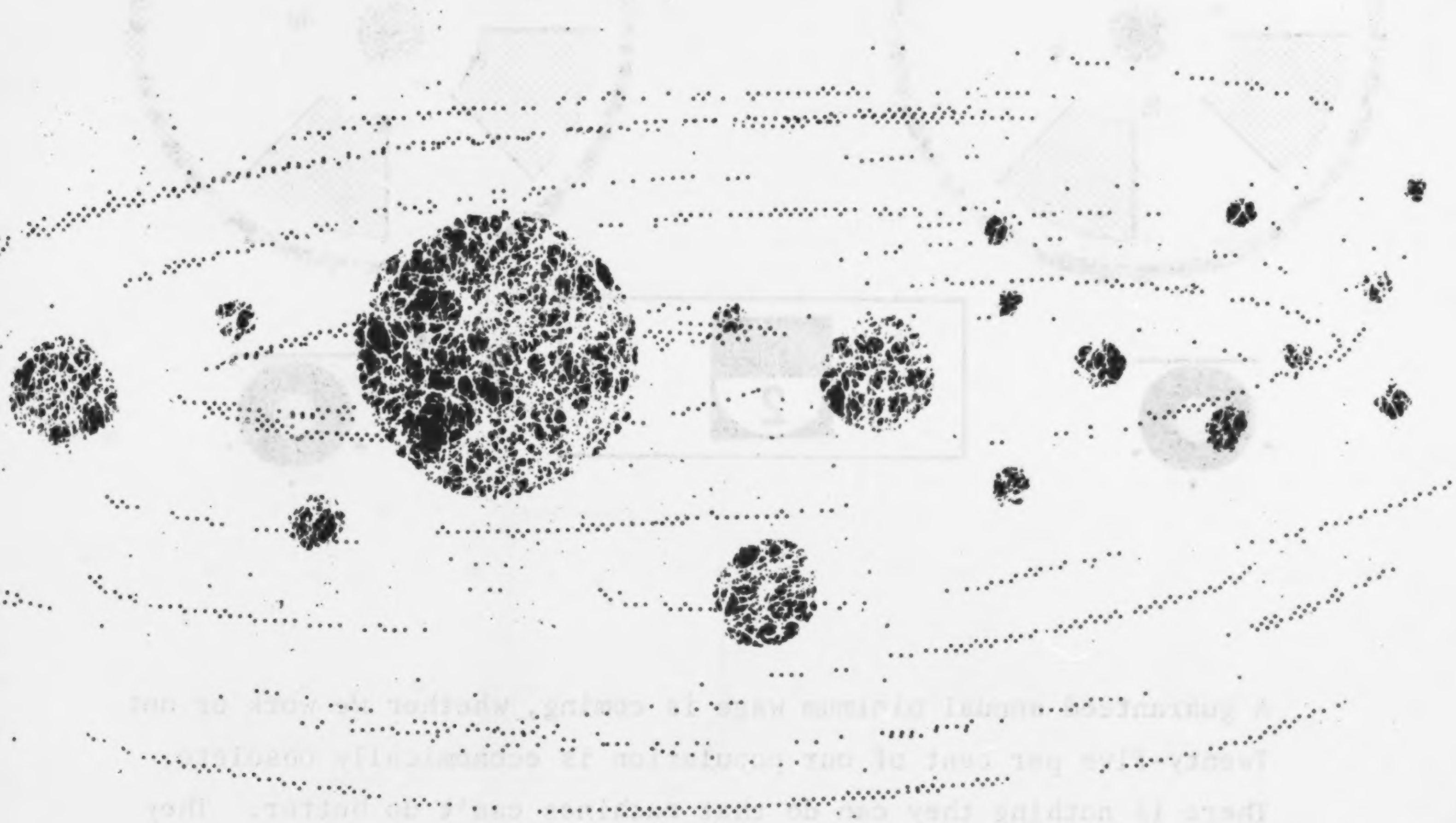
Basic changes in the social structure are affecting this generation.

1. You cannot starve to death in this country in a civilized area and you can prove it. Go out and hang a sign around your neck saying you are going to starve right here. Two men in white coats would pick you up and take you to a county hospital. If the psychiatrist fails to convince you not to starve yourself, you will be strapped to a bed and fed through your veins for the rest of your life. If, a decade ago, you had asked your parents why they worked, they would have said "to keep from starving to death."
2. In the not too distant future you may not be able to work anyway. IBM in 1951 had 100 computers. In 1965 there were 22,000. Who knows how many there are today. Some 2% of the people will be able to do all the work for all of the people. The twenty-hour week is just around the corner. The Automation Commission stated that in twenty years we could retire at 38 years of age.



A guaranteed annual minimum wage is coming, whether we work or not. Twenty-five per cent of our population is economically obsolete. There is nothing they can do that machines can't do better. They can't be retrained to do anything that we can't do better with a machine. There are two groups of people; the economically deficient and the economically obsolete. Changes in methods of communication will bring further changes to education. Soon it will be possible to reduce twenty million books to twenty volumes of micro film. A satellite 22,300 miles out in space travelling at 6,876 MPH, circling the earth once every 24 hours, will bring instant live television all over the world.

The education our generation had will not equip youngsters to live in the world today. The average tenth grader will have to be retrained at least two times. Most of the jobs the tenth graders will have do not exist today. Ninety per cent of all scientists who ever lived are alive right now.



We do not even have to stay on this planet anymore. Let's talk about forever. You can see up in the sky the Great Spiral Nebula two million light years away from us. The light we see tonight from these galaxies left the surface of their galaxies before the earth existed. One of the galaxies could blow up tonight and chances are that before the light reaches here, the earth will be a cold and lifeless chunk of rock.

Everything is relative. We are different from this young generation. We do not have to have children anymore--we've never had a choice before--it will change morality and our way of life.

You can't fight wars anymore the way we used to. The Civil War was the bloodiest war we ever fought--600,000 casualties--1 of 45 was a casualty. In World War II our chances were 44 out of 45 of coming out clean. These are pretty good odds. Our chances in a nuclear war are 1 out of 2 of coming out clean. Less than your chances with Russian Roulette.

The "Pot of Gold Myth" has been exploded. There was a belief that there was a pot of gold at the end of the rainbow. It meant a big car, big home, swimming pool, etc. Only about 2% of the population ever got their hands on the pot of gold. Ninety-eight per cent of the people got to the grave believing that they missed happiness by that much. Parents implied to their children that money was the thing. The middle class parents hand their kid the pot of gold on his 16th birthday. He may say, "If this is happiness--life is unimportant." He can say "There has to be more to it than this--I've got to expand my awareness." Most of the kids imply this--"Dad you are as phony as a thirteen dollar bill" or else, "You're stupid as hell if you think money will make you happy."

Educators make adults out of kids. Now kids are saying, "Go to hell--you're not the majority; I am. Through conformity you can have efficiency, but it is not the goal of man. If you conform, you can't be creative so don't teach me to conform."

One of the great dramatic days of our times was November 22, 1963, when President Kennedy was assassinated. A 1965 American history textbook, eighth grade level, gave one picture, two paragraphs and one quote. Lincoln was given two paragraphs in the textbook. History writers have to boil it down--someday Kennedy will be a footnote.

PRELIMINARY PLANS

SOCIAL STUDIES--PRIMARY

OBJECTIVES:

1. To comprehend life in his immediate community and surrounding area, so he can show appreciation for other environments.
2. To understand that his cultural patterns meet the needs of today, but they must constantly change to meet the complex demands and responsibilities of society.
3. That each child personally has a responsibility to his culture and society.

METHODS AND TECHNIQUES:

I. Become acquainted with own community and neighboring villages
    A. Own community
        1. Find village on map.
        2. Make mural map of own village.
        3. Discuss function of school, post office, village store, and church.
        4. Make pictures of community helpers.
        5. Write stories telling location of village on Norton Sound, size (large or small), terrain (trees, tundra, hills), etc.
        6. Make replica of village in sandbox showing physical features of village.
        7. Discuss type of home. Why satisfactory.
            a. Each child makes home.
            b. Build log cabin from small twigs.
    B. Neighboring Villages
        1. Discuss means of travel to neighboring villages
            a. Winter--dogteams, snow travelers, airplanes
            b. Summer--boats, airplanes
            c. Draw pictures and write stories of trip made to neighboring villages.

        d. Make boats, airplanes, snow travelers, and dogteams from clay.
        e. Place snowtravelers and dogteams along trail marked with trail markers.
    2. List commodities found in neighboring villages not in own village.
    3. Contrast size of villages, homes, and community workers in neighboring villages to own village.
    4. Talk of dependence of villages upon each other
        a. Make drawing of planes bringing groceries and gas from other villages.
        b. Make mail plane from large blocks and dramatize scene at plane.
C. Other Environments, Cities, Suburbs, and Farms
    1. Show films
    2. Use picture books showing cities and farms
    3. Discuss size of city, business buildings, transportation, homes, and general features.

CONCLUSION: Make Chart

Our village and neighboring villages are located on Norton Sound. They are all small villages.

We travel to other villages by airplanes, boats, snow travelers, and dogteams.

Most of the homes are made of logs.

The villages get food and other things from each other.

II. The Changing Cultural Patterns:
  A. Contrast present day living with grandparents way of life.
    1. Existence--people cannot hunt for a livelihood, but must work.

- a. Make bow and arrows, spears, and guns from clay.
- b. Make pictures of kayaks and motor boats.
- c. Show films of people working at a job and community workers.
- d. Collect pictures of various tools used in past and present.

2. Clothing and Food--Discuss clothing and food used today as compared to grandparents.
   - a. Pictures may be drawn or cut from magazines to show present day clothing.
   - b. Paste bits of fur and skin on pictures of people for grandparents. Have grandparents bring fur and skin garments to school.
   - c. Show dolls dressed in complete fur outfits.
   - d. Make booklet of clothing pictures.
   - e. Draw or cut pictures of foods used today and by grandparents. Have grandparents tell of Native diet before the coming of the white man.
3. Communication--Past, Present, and Future
   - a. Discuss mail sent by boat and dogteam as in the past.
   - b.. Airplanes and radios as in the present.
   - c. Telephones and televisions of the future.

CONCLUSION:

Our grandfathers hunted for food and clothing.

Our fathers work at a job for food and clothing.

Our grandfathers wore fur and skin clothing, but we wear clothes made from cloth.

Our grandfathers got mail by boat or dogteam.

We got mail by airplane and messages over the radio.

Someday we will have telephones and televisions.

III. Responsibility to Society:

- A. Responsibility to Family
  1. Discuss work various members of family do. Work the men do, work women do, and work the children do.
  2. How work differs in different locales.
     - a. Read stories about family life.
     - b. Show films of family life.
     - c. Dramatic play of how members of family help.

- B. Responsibilities at School
  1. Discuss school duties to others at school--such as care of books, supplies, and materials.
     - a. Let child perform as many duties as possible.
     - b. Help others when work is completed.
  2. Discuss child's responsibility to work to the best of his ability.

a. Listening quietly to stories, records, and others.
b. Work and play amicably with others.
c. Evaluate his own work.

THE STUDENTS SPEAK

A Panel Discussion

Moderator:	Robert Portlock	
Panelists:	Marcia Thorson	Ragine Pilot
	Reuben Anatayuk	Susan Buterin
	Winchell Tichnor	

Each student introduced himself, explained his educational background and presented his impressions of the educational programs in which he had been involved.

Marcia Thorson of Dillingham recalled that her grade school teachers were "good teachers." For success in college, she found the most necessary academic equipment to be the communicative skills of reading, writing, and speaking. Miss Thorson credits her eighth grade teacher for the skill she acquired in the communicative arts. The students were required to write a short paper everyday. The teacher corrected it right there with the student. Much oral speech was required of each student.

She expressed the opinion that better teaching of English as a total program is needed in grade schools.

Marcia made the candid observation that many teachers come to Alaska to fish and hunt or to earn a large salary and that this attitude is quite obvious to villagers. "We really need more dedicated teachers," she stated.

Reuben Anatayuk of Teller attended Nome Public School and then transferred to San Diego, California, where, he said, "I learned a lot." He is now attending high school in Anchorage under the Boarding Home Program. He expressed his gratitude at being able to participate in this program in order to live in the city.

Mr. Anatayuk favors the Boarding Home Program for the environmental experience it offers.

Ragine Pilot of Kobuk challenged high school teachers to raise the level of classwork but acknowledged that the problem of high school students working at below grade level but was not directly attributable to the secondary teacher but was, she charged, a fault of the village elementary teacher.

Students should be ability-grouped for instruction, she stated, and not require brighter students to have to "sit and wait around for slow kids to catch up."

Winchell Tichnor of Anvik said, "I went to Chemawa for a year and then dropped out. I just stayed around home for two years." Mr. Tichnor is now attending school at East High in Anchorage under the Boarding Home Program.

The greatest problem of village teachers, Mr. Tichnor felt, is the lack of communication with students;"Students just don't know there's a world out there," he stated. He lauds his own teachers in Anvik for their ability to bring the world into the classroom.

Mr. Tichnor now plans a career in elementary teaching.

Susan Buterin of Saint Paul Island applauded her teachers in elementary school. At Chemawa, she said she did better than as a grade school pupil. She particularly appreciated the variety of educational materials available at Chemawa under 89-10.

After originally enrolling in a secretarial course, Miss Buterin changed to a program of nursing at AMU. She stated that as a nurse, she could do more for her people than as a secretary.

After initial student presentations, a reaction panel, composed of William Mudd, Lillian Walker, Isiah Oksoktaruk, Bentley Mark, Sidney Williams, and Eva Kriger, questioned the students.

QUESTION: In language, what activities interested you most as a primary student?

MISS THORSON: We had a teacher who was particularly good in linguistics; she knew Eskimo. I feel that if we can learn English, teachers can learn Eskimo.

QUESTION: How do you feel about the employment of teacher aides in the schools?

MISS THORSON: It is good to have Natives help train their children.

QUESTION: Reuben, how did you feel about changing environments from a village to San Diego?

MR. ANATAYUK: It was lonely at first. But I soon began to love it--I really like the city. If a person goes outside and cannot speak English, he wouldn't be able to make it. Too many persons go "outside" to the city and fail because they cannot communicate.

QUESTION: Did moving around help you in your school work?

MR. ANATAYUK: Yes. Having had experience, I find school more interesting and easier because I know about the things they are talking about.

QUESTION: Why is speaking English so important to you?

MISS THORSON: If we don't speak English, we'd never make it as Americans. Since this is America, we need to communicate as Americans. In addition, Eskimo is largely unwritten and Native dialects are diverse so that English is our common meeting ground. However, Native children should learn both languages. We need to preserve our language.

QUESTION: Do you think it would be helpful to have eighth graders, just graduated, remain a year in the village and work as a teacher's helper in the classroom?

MISS PILOT: No. Staying out of school, one would lose contact. I doubt the wisdom of the idea.

MR. ANATAYUK: I think it is a good idea; I have seen it succeed. Natives working with Natives develops understandings that smaller children are unable to grasp.

QUESTION: Would extra-curricular activities in the grade school be helpful in preparing students for high school?

MISS BUTERIN: Yes. Any means of developing communication is helpful to any student.

CHARTS

Mrs. Zona Hogan

Often a text does not contain as much information on a given topic as the teacher feels should be presented to the students. For example, many of the primary science texts actually contain very little other than pretty pictures and a few questions to stimulate classroom discussion. Our social studies books at that level are likewise limited.

You have, no doubt, recognized the need to enrich the subject matter presented in your classroom and have worked out methods whereby you can do this. All day long, every teacher is constantly supplementing the texts--through the use of filmstrips, reading stories, recounting teacher or student experiences, involving students in art work, finding information in resource books, and so on.

One effective means of supplementing texts and the method we were requested to discuss is the use of charts, other than experience charts. That topic will be taken up by other Kotzebue teachers tomorrow.

Before you throw up your hands and say, "Oh no! More work for the over-worked teacher!" or "What's wrong with the chalkboard?" or "Why spend all that time on something the children will hardly notice?", let me say, when you consider that once you have made a chart, it will be something you'll use for years in your teaching. It then becomes a time-saver. Also, in the course of studying a unit, you may need to refer to a particular chart on several occasions. That wouldn't be possible if the information had been written on the chalkboard, because between one language lesson, for example, and the next, the chalkboard is often in use for presenting reading vocabulary, for arithmetic drills, and a multitude of other things. The chart can be displayed elsewhere in the room and may be left in place for several days duration, if needed.

Children do notice and read the charts over and over. When accompanied by an illustration (it need not be intricate) the chart becomes a little more special and attractive than something that is hurriedly written on the chalkboard.

We have made charts to emphasize points brought out in texts. That is the purpose of the arithmetic and language charts you see up here. We use charts to give children more knowledge in a particular area that is only slightly touched upon in the text. That is the purpose for which Mrs. Robb made these charts on seasons and animals. Some of our charts are prepared to provide information on a field that is not covered in the text. Such is the case of these charts about various phases of Indian life which are for third grade level. Teachers are always trying to tie several spheres of learning together into units. We attempt to do this in our work with charts, by adding poetry, for example, to the scientific study of animals, or songs to the study of Indians.

For the sake of convenience, we have found it helpful to reserve an entire chart tablet for one broad general topic. Though this may seem costly, each time you teach a unit, you will think of other phases of the topic for which it would be helpful to have a chart, and it won't take long to fill a whole tablet. You can see how having all math-related charts in one tablet would save you from having to search through a whole stack of tablets some morning when you are ready to teach about liquid measurements.

Some of the sources we have consulted in preparing charts are encyclopedias, teachers' manuals, library books, and articles in children's and professional magazines. While trying to enrich instruction, care should be taken to keep on grade level and not become so technical that children become bogged down with the material. When possible, children should be invited to suggest items for inclusion in a chart. These will then be refined and compiled with the basic points the teacher feels should be listed.

Mrs. Robb will give some very practical information on creating charts.

MAKING CHARTS ATTRACTIVE

Mrs. Jean Robb

Most of our charts are made in chart tablets instead of individual sheets so that they will be more permanent. Storage is easier and there is less likelihood of damage between uses.

A chart which contains nothing but words can be very dull to look at. Many of the months which we teach in Alaska, we are teaching in a world of gray. We don't look out our windows at sunshine, trees and grass but rather a bleak landscape with shades from white to gray to the black of darkness. Color must be added to our children's lives while they are in the classroom. How much more interesting a poem or story becomes if there is a colorful illustration to catch the student's eye before he begins to read. He will be encouraged to look back again during his free moments if there is something pleasant at which to look.

We have used many kinds of illustrations on our charts. Pictures from magazines, calendars, discarded textbooks, and sets of purchased pictures have been utilized along with construction paper pictures we have made ourselves.

To do this you may be artistic enough yourself to sketch whatever is needed. However, many of us don't fit that description. We may have an artistic husband or wife to give us a hand but I've found out from experience that they rebel after so long a time. Lastly, we can copy from other sources and now we are down to my level. With a sketch or picture from about any sources, an overhead or opaque projector and some construction paper and felt tip markers we are ready to start producing something.

We have found the much maligned coloring book to be an excellent source of outline drawings and figures. Many times the figures in a coloring book will already be large enough for use or you may use illustrations in library books.

Many times, however, you will find a picture two inches high with which to fill a space a foot high. With a figure that small or one that is complicated, the opaque projector is used to project it against a surface in the desired size. Then the various parts are made and put together with rubber cement or fabric adhesive such as Jiffy-Sew or Magic Mender so that the paper will not curl as it dries.

For an Easter Bunny illustrating, an improvised bulletin board on my classroom door, I used the overhead to enlarge it because the figure was somewhat larger to start with and not too complicated.

Both the overhead and opaque projectors are sometimes used.

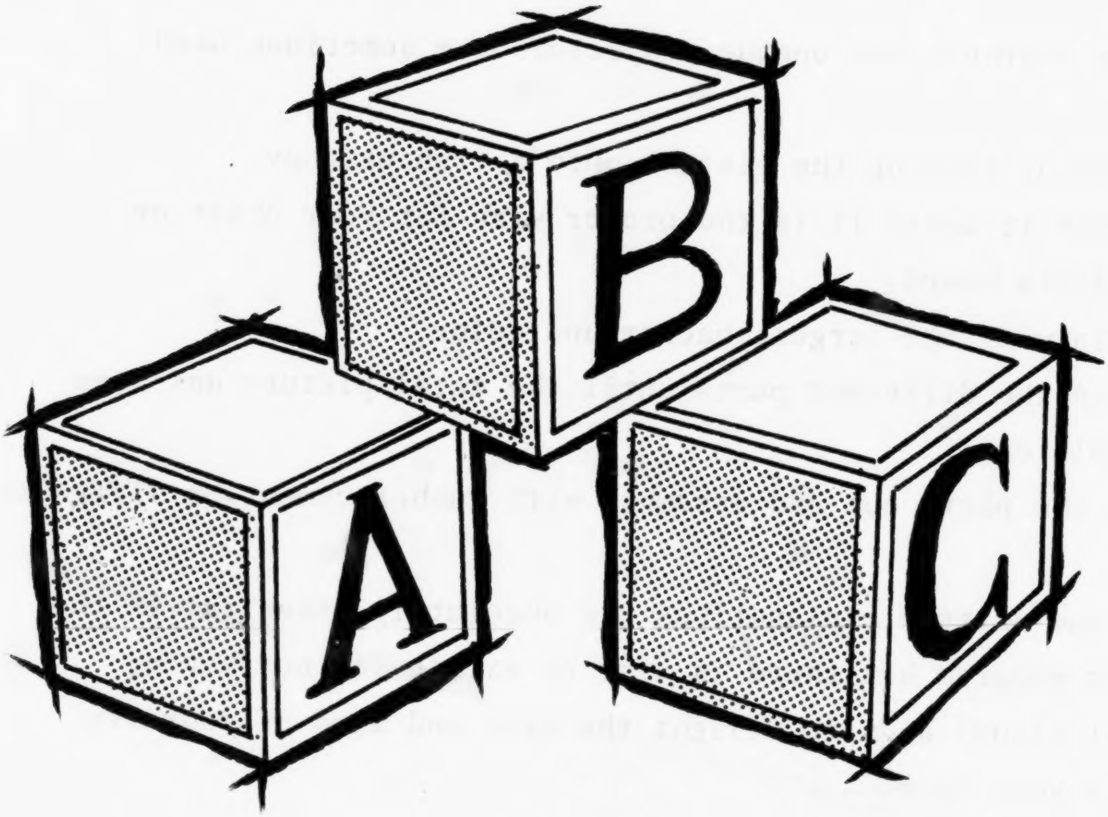
1. Begin by tracing the picture onto a transparency.
2. Adjust it until it is the proper size for your chart or bulletin board.
3. Begin with the largest background color.
4. Trace the different parts until the total picture has been completed.
5. Cut the parts out and assemble with rubber cement or Jiffy-Sew.

Verbal and written explanations are absolutely essential in the teaching program but there is also no excuse for not having colorful visual aids to delight the eyes and mind of your students in your room.

WHEN READING READINESS ENDS AND READING BEGINS

I. Some needs of slow learner:
  A. A good relationship with an understanding teacher.
  B. Simple lessons.
  C. Praise, approval, and assurance that he is doing better today than he was yesterday.
  D. Much repetition
  E. Opportunities to talk.

II. Listening skills should be developed:
  A. Having the children close their eyes; have one child speak and ask the others to tell who has spoken.
  B. Tap on different objects and have children tell you what you tapped on. (eyes closed).



CHORAL SPEAKING

Mrs. Mary Adams

I. Choral speaking is the speaking and interpretation of poetry in a group.

II. Education values in choral speaking:
  A. Improves speaking and diction.
  B. Contributes to better oral reading.
  C. Develops listening skills.
  D. Helps children meet the need of belonging to a group.
  E. Develops good expression.
  F. Gives shy children an opportunity to develop self-confidence.
  G. Stimulates creative writing and art.

Example of choral speaking:

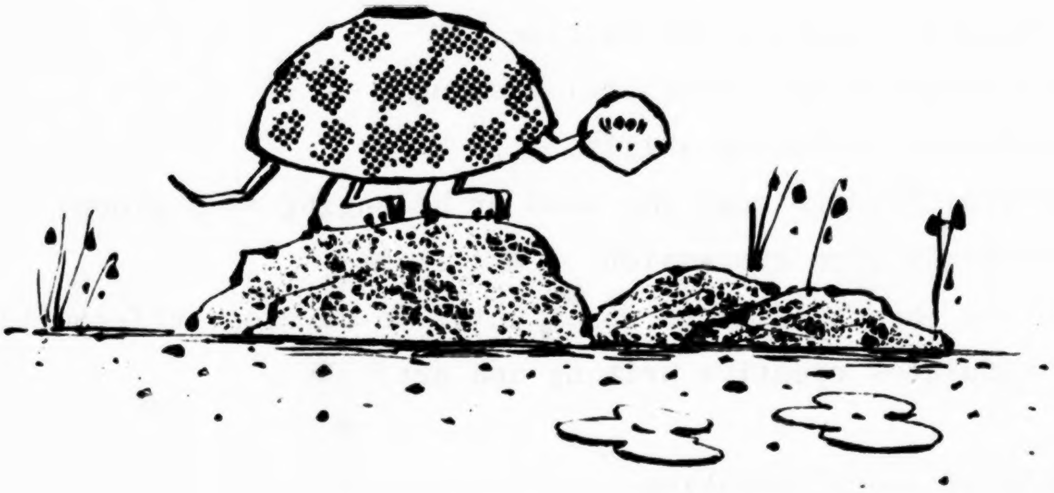
The Little Turtle

There was a little turtle
He lived in a box.
He swam in a puddle.
He climbed on the rocks.

He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
And he snapped at me.

He caught the mosquito.
He caught the flea.
He caught the minnow.
But he didn't catch me.

By Vachel Lindsay



III. Types of choral speaking:

- A. Refrain solo and group arrangements.
- B. Antiphonal or dialogue.
- C. Sequential.
- D. Full.
- E. Unison

BEGINNING READING

Mrs. Nancy Wobsor

With the large spread in abilities characteristically found in a beginning group of children it is obvious that the teacher cannot have all children begin at the same place in learning to read. A few beginners will reach the 2^1 level by the end of the first year while others will not begin to read until their second or even third year in school. In general, the beginner teacher has three main tasks in regard to the reading program.

1. how to discover readiness or lack of it
2. what experiences will compensate for a lack of readiness
3. how to organize the reading program and adjust it to the different needs and maturation levels of all the pupils.

The methods by which children learn to read may be summarized by three overlapping categories:

1. Predominantly visual clues which are picture aids, sight words, general pattern or configuration, peculiarities in appearance and familiar parts.
2. emphasis on meaning as in context clues and compounds of known parts.
3. Mainly analytical clues such as phonetics analysis, structural analysis and dictionary aids to pronunciation.

Since pictures in various forms give children a chance to associate words with more or less concrete objects, cards have been constructed and placed above the chalkboard of each of the single consonant sounds with the picture of a key word for that sound. These cards are placed in the sequence in which the sounds are learned rather than alphabetically. They are g, d, h, etc. While the soft g and c both have been illustrated, only the hard sound is learned by the beginner. The digraphs th, sh, wh and ch which will be learned during the first year have also been illustrated. While the vowel sounds are not emphasized during this year, they have also been added to the list to familiarize the child with these letters and that they do have sounds.

Phonic cards have been constructed with a picture of different objects. These are filed under the letter sound. Large letters have been cut from corregated cardboard and pasted to white tag to give the children the "feel" of the letter for use with the picture cards which give him the "sound" of the letter. A mirror may be used so the child can see the sound pronounced.

Word cards with the 203 preprimer and primer words and the 173 1[1] words have also been constructed and filed in alphabetical order in their respective file boxes. Each word card has been illustrated with a picture and a "key" sentence has been printed on the back for the use of the teacher. These may be used in the reading readiness program to strengthen and develop the beginners' hearing and speaking vocabulary.

A new letter and new cards are presented every two or three days. When these cards have been presented, the process is repeated.

After the child has mastered the picture word sounds, a word may be introduced with the picture:

goat gun girl goose go (word)

Since the hard g sound is the first sound introduced in the preprimer of Scott, Foresman, it is the first sound learned. When the child has mastered the 18 words in the preprimer, Sally, Dick, and Jane, by this method, he may be given the book. Since he has already learned the words, the transition from a picture to a word will be made at this time, making it easier for him to read without halting between each word.

As the child progresses to the second preprimer, he begins to associate the beginning consonant sounds with the words. The "key" words which have been prepared and used throughout the readiness program and the "key" sentence are used with the picture card.

If the child is unable to say the word from the "key" word sound, the teacher may say the "key" sentence. The child will be able to select the correct word from the beginning sound.

From the very beginning, children should be taught how to skip over a word and then think it out from the context. After the child becomes familiar with the sounds of the initial consonants and digraphs, he should be taught to check his guessed word with the beginning sound of its printed form.

At least three series of the preprimers should be used in the reading program, making approximately fourteen books before the Scott, Foresman's Guess Who so that a large number of words is not essential to early reading success. Sight words often require laborious word drill and words can be learned more easily in a meaningful setting in a sentence which is accompanied by pictures.

There are a variety of other ways which a beginner teacher may use to help the child work out new words for himself. The ability to unlock new words grows after the initial learning period is completed and keeps on developing beyond the primary grades.

Some other ways are:

1. The general pattern of the word. For example, what the word dog may look like.
2. Special features of a word, such as the double tt in little or the tail on the end of a word as in may.
3. Recognition of known parts in words as playhouse or seeing small words in large words as see and saw in seesaw.
4. Structural analysis of a word--recognizing the suffixes and prefixes as ed in played.

A guided discussion by the teacher and a sharing of experiences pertinent to the story to be read give the children experience in talking and listening. A motivating question before silent reading helps children to read for meaning.

Oral reading may be preferable when the children are in the beginning stages of learning to use books, establishing left to right eye movement, dropping to the next line and acquiring other rudimentary techniques. At this stage, oral reading enables the teacher to detect an error and to correct it immediately. Also, at this time phrasing and punctuation guides must be learned. However, after the initial skills have been mastered, the child should advance to silent reading.

Other methods which may be employed by the teacher are:

1. experience charts, both pupil and teacher made
2. planning charts as in an interesting daily schedule
3. record charts
4. reference charts
    a. morning pledge
    b. color reference charts
    c. numeral and word charts
5. name charts showing the names and birthdates of pupils

In conclusion, the aim of each beginner teacher is to have each child establish a method of attack on words which seems easy and natural to him and which gives him a sense of security and word power necessary for smoother reading with more comprehension.

ORAL
EXPRESSION
ACTIVITY
HEALTH
SOCIAL STUDIES
SCIENCE
MORNING
GREETINGS
9:00
The New Kittens
Sandy has kittens.
She has five kittens.
Three kittens are white.
kittens are black.

Sequence of single beginning consonant sounds, digraphs, and short and long vowels with key words for each.

G	goat
D	dog
H	horse
L	lion
J	jack
S	sun
P	pig
R	rabbit
C	cat
M	monkey
T	turkey
F	fish
N	next
Y	yarn
W	wagon
B	bear
K	kite
V	vase
Z	zebra
Q	queen
X	----

Short Vowels

A	apple
E	elephant
I	Indian
O	onion
U	umbrella

Long Vowels

apron
eagle
ice
oatmeal
uniform

Digraphs

SH	sheep
WH	whale
TH	thimble
CH	chicken

Sequence of Preprimer in Beginning Reading Program

1. Sally, Dick and Jane - Scott, Foresman
2. See Us Come - Lyons and Carnahan Companion Book
3. Three of Us - Lyons and Carnahan
4. See Us Play - Lyons and Carnahan Companion Book
5. Play With Us - Lyons and Carnahan
6. My Little Red Story Book - Ginn and Company
7. See Us Have Fun - Lyons and Carnahan Companion Book
8. Fun With Us - Lyons and Carnahan
9. My Little Green Story Book - Ginn and Company
10. Fun With Our Family - Scott, Foresman
11. See Us Ride - Lyons and Carnahan Companion Book
12. Ride With Us - Lyons and Carnahan
13. My Little Blue Story Book - Ginn and Company
14. Fun Wherever We Are - Scott, Foresman
15. Guess Who - Scott, Foresman

Research Sources

Language Skills in Elementary Education, Paul S. Anderson, Professor of Education, San Diego State College.

Children Learn to Read, David H. Russell, University of California, Berkeley, California.

Teachers Editions Accompanying Lyons and Carnahan readers on the preprimer, primer and first grade levels.

Teachers Editions Accompanying Scott, Foresman readers on the reading readiness, preprimer, primer and first grade levels.

Various teachers in the California Public School Systems and the Dallas, Texas, Public School System.

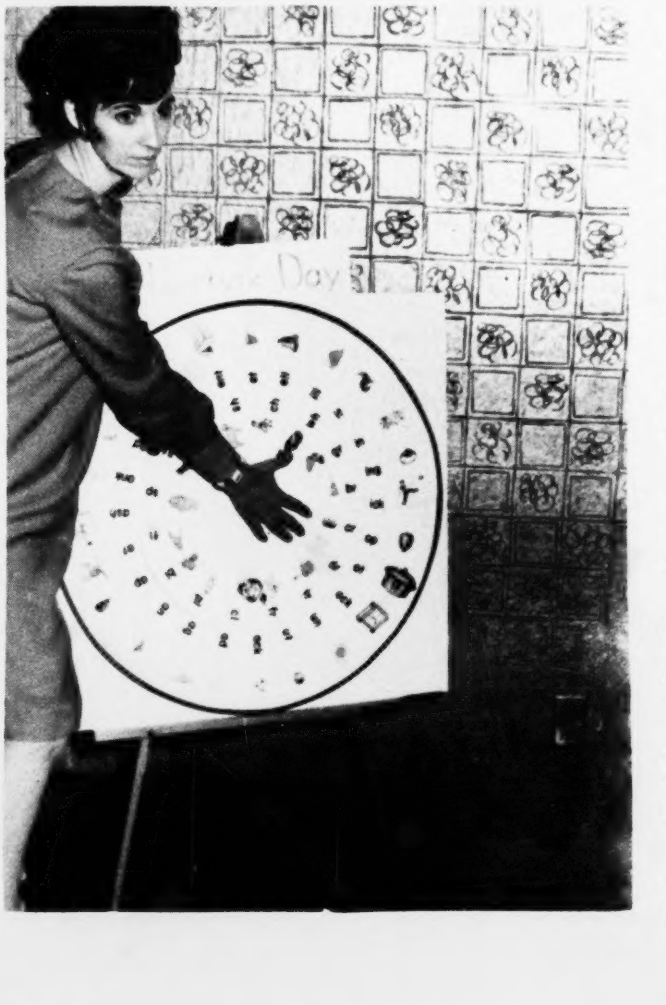
READING PROGRAM FOR GRADES ONE AND TWO

Mrs. Mellie Yarbrough

Any reading program must be planned as a continuous developmental program with no sharp breaks from grade to grade. The ability to read materials on a given grade level emerges gradually instead of being a sudden transformation resulting from promotion to a grade. There is great variation in the ages at which different children reach the various developmental stages. Children will usually be taught in small groups with some individual activities growing out of the group lessons.

The first step in word recognition seems to be observation of the whole word or phrase in terms of general shape or configuration. The arrangement of the consonants determines the general shape and serves as a primary perception clue. The length of the word is important for whole word recognition. Perception clues at the beginning and end of words, and especially the beginning, are more important than those in the middle of words. The relation of the word to the rest of the sentence or paragraph, the context clue helps to determine recognition.

The look and say or word method seems best for learning words that are irregular or unphonetic. It needs to be complimented by knowledge of the alphabet and of sounds that make up words. The sentence method is interesting and enjoyable to the child and convinces him that the printed words have meaning. It makes reading a thought getting process from the beginning.



Children in grades one and two are introduced to approximately 1300 words. They learn to listen for and to recognize the digraph sounds. They are introduced to the consonant blends. The child learns to recognize the sound of consonant blends as thoroughly as he has previously learned to recognize the beginning consonant sounds. In the second grade the vowel sounds make a very definite appearance. Children learn to associate vowel sounds with letters. They are led to observe common spelling patterns in known words and use them as clues to vowel sounds in identifying many unfamiliar printed words.

Cards should be constructed showing the single beginning consonant sounds with an object which is used as a key word in relation to the new words introduced. Since the first and second grade teacher must teach the digraphs and consonant blends as well as the beginning sounds, cards with a picture of a key word should also be constructed. These cards are placed in the room in order that the child may have close eye contact whenever the need occurs. Many corresponding consonant blend and digraph word cards have been made for teaching the sounds at the end of a word to form or to identify a new word.

When teaching new sounds several cards are placed in the pocket chart and other cards are given to the children. The children match the card they have to the one beginning with the same sound as the card in the pocket chart. This is done repeatedly until the child has mastered the sounds.

Blends are not taught as an isolated sound but rather as a part of a whole word and are pronounced only in words. For instance, one doesn't say sw if he is teaching the sw sound. The key word is swing. Therefore, if the new word is swiftly, the teacher says the word beginning with sw consonant blend as in swing.

The child tries pronouncing the word. If he is unable to, the teacher says the key sentence, "The motorcyle went swiftly up the hill." The child is then able to pronounce the word from its beginning consonant blend sound. A consonant blend card file should be made for this purpose.

Learning to listen, identify and discriminate between vowel sounds before associating the sounds with the letters that represent them in printed language is important. A second grader learns that one given vowel does not always have the same sound and that a e i o u and sometimes y stand for vowels and that each of these have more than one sound. Since the vowels may be used singly or in combination, young readers must learn which sound to assign the letter or letters they see in printed words. They gradually acquire an understanding of the vowels and note visual clues that help them in determining which sounds to try.

The second grader learns the short vowel sound, the long vowel sound and the sound of a vowel before r. The children may be given word cards to identify the different vowel sounds. For example, the word after. Is the a sound the same as the long a as in apron, the short a as in apple or the a before the ar as in arm. The child places his card under the correct object and vowel sound. The same procedure is followed with all the vowels.

These experiences are repeated until the child has mastered the vowel sounds. The child is encouraged to call the vowel with the terms long and short, or he may say the vowel has the r sound if the vowel preceeds the letter r. When the child is reading or learning new words, the teacher may say, for instance, if the word is acron, the a vowel is long as in apron. Then she will say the key sentence--The acron fell from the tree.

Another learning process is that of the phonograms. This is enjoyable. The children learn to identify the phonograms as families. For instance, the op family in the word crop. The teacher explains the word is a member of the op family as in top and begins with the er consonant blend as in crown. The child is able to pronounce the word. If not, then he is given the key sentence as explained previously.

After a child has mastered the single consonants, blends, and vowel sounds, the word may then be taught by syllables.

Children learn to read so that purpose can be translated into action. It is a tool whereby printed materials are made available in solving problems both in and out of school. Early in their school life, boys and girls transfer from developmental procedures under the guidance of the teacher to functional and recreational reading of personal and social value.

Consonant Blends with the Key Words for Each

gr	grape	tr	tree	bl	block	th	thumb
br	broom	fr	frog	fl	flag	sh	sheep
cr	crown	cl	clown	sp	spaghetti	ch	chair
dr	dress	pl	plate	st	stove	wh	whale

Sequence of Readers in the First and Second Grades

1^1 Level

Guess Who - Scotts, Foresman

Surprises for Us - Lyons and Carnahan

Fun With Our Friends - Scotts, Foresman

The Little White House - Ginn and Company

The Many Surprises - Lyons and Carnahan

Jack and Janet - Houghton-Mifflin

1^2 Level

More Fun With Our Friends - Scotts, Foresman

Our New Friends - Scotts, Foresman

On Cherry Street - Ginn and Company

Happy Times - Lyons and Carnahan

Good Times for Us - Lyons and Carnahan

We Three - Scotts, Foresman

2^1LLevel

What Next - Scotts, Foresman

Friends Old and New - Scotts, Foresman

Down Our Way - Lyons and Carnahan

Friends and Neighbors - Scotts, Foresman

2^2 Level

What Next - Scotts, Foresman

More Friends Old and New - Scotts, Foresman

Just For Fun - Lyons and Carnahan

More Friends and Neighbors - Scotts, Foresman

Once Upon a Storytime - Lyons and Carnahan

Research Sources

Child Study, Ruth Strang, Professor of Education, Teachers College, Columbia University.

Language Skills in Elementary Education, Paul S. Anderson, Professor of Education, San Diego State College.

Children Learn to Read, David H. Russell, University of California, Berkeley, California.

Manual accompanying University of Utah Reading Course, Methods of Reading in the Elementary School.

Manual and Teachers Editions accompanying the first and second grades of Scott, Foresman.

ORAL
EXPRESSION
ACTIVITY
HEALTH
inside
closed curve
outside
plus
first
third
fourth
1 + 1
2 — 1

MODERN ARITHMETIC

Mrs. Dorothy Henry

Our changing society has created the need for a new look at what are considered the fundamentals of arithmetic instruction. The old view that arithmetic is largely a set of number facts and computational procedures governed by rules is no longer dominant.

A carefully planned program for arithmetic instruction should extend through the entire span of elementary school and secondary school. At the primary level none of the fundamental ideas can be fully developed but the child can be given a start on a long and carefully planned program that places emphasis on ideas that occur again and again in ever enriched form.

In Seeing Through Arithmetic One, 1964 edition, there has been introduced geometry for the first time at a primary level. The cardinal idea of numbers and the ordinal use of numbers has been expanded. Ideas which have been in use in the traditional form of arithmetic have been presented with a new look which makes arithmetic seem almost like a new idea for the teacher who has taught for many years. Never before have we had arithmetic so colorful, and so informative, which can hold the interest and challenge a child, as it is presented in the newer mathematics.

In Seeing Through Arithmetic One we learn a new concept of an operation. In traditional arithmetic or the old view, we put the emphasis on the computational answer, a sum 3 + 4 was regarded as incomplete. The child was expected to make one more step and express this sum in another way, that is, as 7. It was not recognized that, if 4 is added to 3, the sum is known as soon as one thinks 3 + 4. I have made flash cards to help the child see the meaning of number phrases.

On this flash card is an illustration showing that 4 drums are being pushed toward 3 drums. This tells us that it is a joining action. Because 4 drums are joining 3 drums it is additive and it is symbolized mathematically 3 + 4 and the words "three plus four." We do not say 3 and 4 or 3 drums plus 4 drums as we sometimes did in the old way. The 3 gives the number of original drums and the 4 tells how many are joining. A "+" is used when a joining action occurs. 3 + 4 is a phrase. The phrase 3 + 4 is a name for the total number of objects in the set. The phrase 3 + 4 names the number and also tells what is happening in the physical situation. Any situation in which 4 objects are joining 3 objects is associated with the phrase 3 + 4.

Through pictures that depict movement of objects the child learns to associate certain actions with plus and minus. In a given picture the children will observe that 3 pigs are walking toward 2 other pigs. We make sure the children do not say the 2 pigs are joining the 3 pigs.

The children are asked "What are the 3 pigs doing?" By recognition of the action (that is the three pigs walking toward the two pigs) the children can tell that the 3 pigs are joining the 2 pigs. Having the children recognizing the action is an important part of teaching the phrase.

After teaching several pictures of joining action we may say to the children that in arithmetic the word plus is used when there is a joining action. We also tell the children that in arithmetic we say "two plus three" to tell what is happening.

In the picture, 2 tells us how many pigs are not moving. Plus is used because there is a joining action and three tells how many pigs are moving. Two plus three tells how many pigs there are and what is happening in the picture. Plus tells the joining action of objects to a set and minus tells the separating action of objects from a set. It is important that children "read" and interpret these pictures because at the primary level the pictures are used in place of the printed words.

At the primary level the number of objects in each set is limited to a number that the children recognize easily. The numbers 1, 2, 3, and 4 are used in the additive and subtractive situations. In Seeing Through Arithmetic One, there are 28 addition basic facts and 28 substraction basic facts that are introduced. Of these, 16 in each group are offered as a reasonable number for average classes. The remaining 12 in each group are presented as extension material for abler pupils.

Children are required to give only the phrase that corresponds to the action and not the standard name for the number of objects in the set.

In these lessons on the phrase, the action idea and the use of a phrase that gives the mathematical aspects of the action are the important ideas to be developed.

USE OF DRAMA IN ELEMENTARY GRADES

Darroll Hargraves

Methods of Dramatic Presentation:

Play. A play is presented on a stage with scenery and backdrops. The actors must be close to the audience to be heard. The actors must memorize lines.

Pageant. The pageant can roam over more area than a play and the pageant usually has little if any scenery or backdrops. The narrator is the only one to speak lines and he may be aided by a public address system. The actors move through their roles while the narrator tells the story. The pageant, a somewhat lower art form than the play, is both more flexible and easier to rehearse and stage.

Where to look for materials to be adapted for dramatic presentation:

1. The Community
   Every village offers potential for dramatic presentation. Consider the following village events for dramatization: "When the Mail Plane Comes," "The Arrival of the North Star," "The Arrival of New Teachers to the Village." One which I found children in grades 4-6 could readily identify with was a play based on "The Hunters Return to the Village."

2. The Curriculum
   There is no end in the school curriculum of good materials which could be adapted for dramatic presentation. Historical events can be dramatized. The students can write the dialogue which might have occurred at the time of the U.S. Purchase of Alaska. This could be presented in the form of a play and if properly introduced should capture the interest of the students.

The teacher of Native students might try letting students dramatize the coming of the first white men to their village.

3. Folk stories and legends.

   In consideration of stories and legends as a source of materials which can be adapted for dramatic presentation, I want to tell you about a playlet which was developed from a legend entitled, "Why the Male Ptarmigan Wears a Black Hood in Springtime."

   The objectives were:

   A. To allow the students to work with material that is a part of their culture and heritage.
   B. To develop communication skills.
   C. To provide opportunity for students to express themselves.
   D. To bring folk tradition into the school.
   E. To allow older Native people of the village to directly contribute to their children's formal education.

The primary class invited an older member of the community, an Eskimo lady, to come to the school to tell an old Eskimo story. Since it was spring, the class asked her to tell the story of why the male ptarmigan wears a black hood in the springtime.

The characters included a narrator, a boy and a girl for the male and female ptarmigans, and the choir which allowed all the children to participate. The costumes were made by committees within the class.

Credit should be given to Mrs. Isabell Bingham who first recorded this legend at Kivalina Day School, Kivalina, Alaska. The instructional aides services were important in making this effort a success.

There are likely many legends in your community which could be used in the school program.

An Eskimo legend as told by Martha Swan to the Primary Class at Kivalina Day School, Kivalina, Alaska. Savanah Hargraves, Teacher.

WHY THE MALE PTARMIGAN WEARS A BLACK HOOD IN SPRINGTIME

Narrator: Mr. Willow Ptarmigan and his wife went traveling. As they walked along, he was killed by his enemies. Mrs. Willow Ptarmigan was very scared and she flew away.

She came to a place where three kinds of Ptarmigan lived. There were Rock Ptarmigans, Willow Ptarmigans and White-tailed Ptarmigans. The Ptarmigan were widows. Their husbands had been killed. Here Mrs. Willow Ptarmigan saw a young Willow Ptarmigan. She liked him very much. She followed him everywhere. Once when she met him, she talked to him.

Girl: My husband was just like you, but he was killed. I would like to marry you.

Boy: I can't marry a girl who can't sew.

Narrator: Mrs. Ptarmigan started to cry. She sang this song:

All Children:
Soo mik mee' dah ah vee ee gin'
Soo mik mee' dah ah vee ee gin'
Ah tuk kah lo jay nay ich sin'
Pin yah nak sak' nayk look wee ik
Ee yaht tah hut dah hut.

Girl: I can make you a pair of mukluks.

Narrator: Young Willow Ptarmigan answered with this song:

All Children: Tah mot quah hah' pin nah gee nit git kah'
Tah mot quah hah' pin nah gee nit git kah'
Ee yaht tah' hut.

Boy: I don't want a pair of mukluks.

Narrator: Mrs. Ptarmigan continued:

All Children: Soo mik mee' dah ah vee ee gin'
Soo mik mee' dah ah vee ee gin'
Ahr-gha jay nay ik pin
Pin yah nak sak' nayok look wee ik'
Ee yaht tah hut dah hut.

Girl: I can make you a pair of gloves.

Narrator: Then Young Willow Ptarmigan answered:

All Children: Tah mot quah hah' pin nah gee nit git kah'
Tah mot quah hah' pin nah gee nit git kah'
Ee yaht tah' hut.

Boy: I don't want a pair of gloves.

Narrator: Finally Mrs. Ptarmigan said:

All Children: Soo mik mee' dah ah vee ee gin'
Soo mik mee' dah ah vee ee gin'
Nah sak in nay ik pin
Pin Yahk nak sak nay loo wee ik
Ee yaht tah' hut dah hut.

Girl: I can make you a black hood.

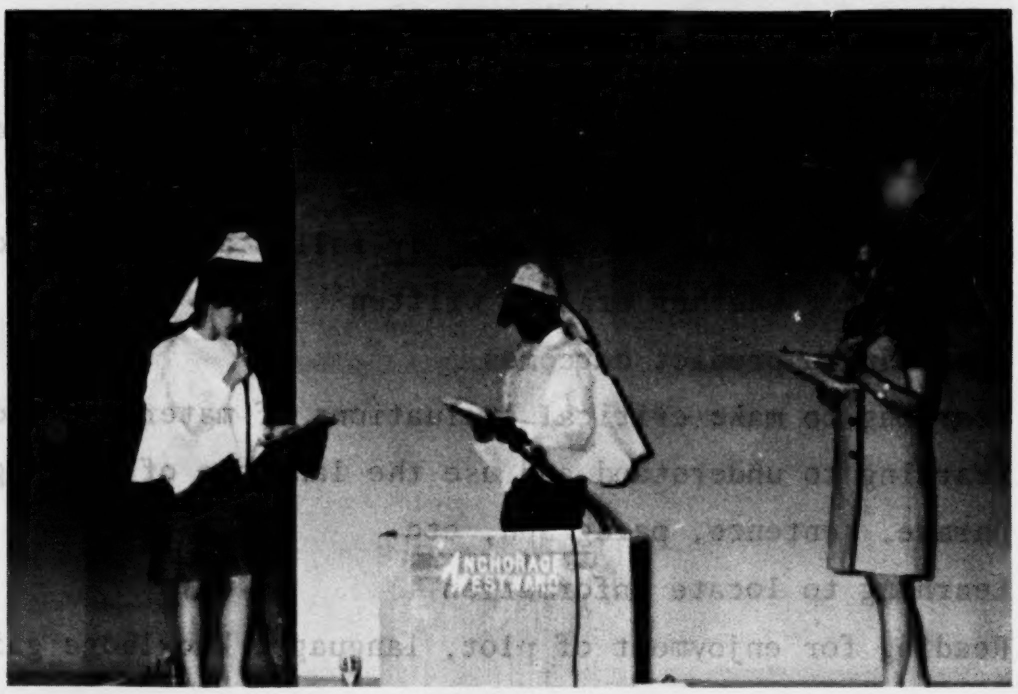
Narrator: Young Willow Ptarmigan sang:

All Children: Tah mot quah hah' pin nah nee kat kah hah'
Tah mot quah hah' pin nah nee kat kah hah'
Ee yaht tah' hut.

Boy: I would like to have a black hood.

Narrator: So Young Willow Ptarmigan and Mrs. Ptarmigan were married and lived happily. Mr. Ptarmigan did not want a pair of mukluks or he would have black feet in the springtime. He did not want a pair of gloves or he would have black wing tips. He wanted a black hood. So to this day the male willow ptarmigan has a black hood in the springtime.

Ahkoome'



READING COMPREHENSION
and the
DEVELOPMENT OF THINKING SKILLS

Virginia W. Jones

ANCHORAGE
WESTWARD

Traditional Attitudes Toward Comprehension Skills

Teachers of reading have too long been satisfied to deal with the skills of comprehension only at the most basic level, that of literal feedback. They have been accustomed to seeing objectives to be accomplished in this area listed only in the following fashion:

1. Reading to find the main idea of a page, paragraph, or story
2. Reading to note the significant details
3. Reading to answer specific questions
4. Developing the ability to summarize facts
5. Developing the ability to organize ideas in logical sequence
6. Learning to make generalizations
7. Developing the ability to exactly follow a given set of directions, whether oral or written
8. Learning to predict outcomes
9. Learning to make critical evaluations of material read
10. Learning to understand and use the language of reading--phrase, sentence, paragraph, etc.
11. Learning to locate information
12. Reading for enjoyment of plot, language, knowledge gained

There is nothing wrong with enumerating comprehension skills in this manner, and indeed such lists can be found in the newest reading texts. However, research is showing us that there is far more that can be done to further the developing of thinking skills during the teaching of reading.

One of the most authoritative delineations of thinking processes can be found in a taxonomy devised by a group of psychologists. The theoretical framework they constructed was edited by Benjamin S. Bloom of the University of Chicago, and the resultant publication is widely known as "Bloom's Taxonomy."* The taxonomy identifies six levels of thinking skills:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Some years after the publication of Bloom's Taxonomy, Norris M. Sanders, Director of Research for the Manitowoc Public Schools in Manitowoc, Wisconsin, realizing the implications inherent in the taxonomy for the improvement of classroom instruction, published Classroom Questions. In his text, Sanders acknowledges questions to be the instructional tool without which teachers can scarcely function. Furthermore, he discusses the structuring of questions in a manner designed to promote on the part of pupils the kinds of thinking identified and categorized by the taxonomy.

The work of Bloom and Sanders has significance for every teacher of reading at every level, including First Grade, for if we believe that reading is the ability to derive meaning, we are also assuming that thinking accompanies the act of reading.

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*Bloom and his colleagues identified three domains--cognitive, affective, and psychomotor. Handbook I deals only with the cognitive domain, and this is the area concerned in this discussion.

Organizing Thinking Skills

The writer has devised an organization of thinking skills intended to clarify and adapt the taxonomy of Bloom in a way which makes its practical application to the work of the classroom readily understandable. The six categories of Bloom have been altered in light of the goals of reading instruction, and four distinct levels of pupil responses have been identified. To illustrate the manner in which questioning and subsequent thinking on the part of young pupils can be included into a good program of reading instruction, consider the following diagram:

			Creative Thinking
		Critical Thinking	Critical Thinking
	Interpretation	Interpretation	Interpretation
Literal Comprehension	Literal Comprehension	Literal Comprehension	Literal Comprehension

Let us examine each of these four categories in an effort to determine how they contribute to the total thinking process and to determine in what ways the spontaneous use of skillful questioning in these categories can further the child's understanding of what he has read, and so increase his own thinking capacity.

Literal Comprehension

As this paper stated earlier, the level of literal comprehension has been the level at which teachers have all too often been satisfied to elicit responses and then consider the task concluded. Consider the following simple sentence:

> Bill ran down the street.

Once a child has read this sentence, one might ask him:

> What did Bill do?
> Who ran down the street?
> Where did Bill run?

Notice that in each of these three questions the child is only required to parrot back to the teacher exact words from the sentence which he has read. He is not expected to do anything beyond this. Even at this simplest level, there are certain capacities which a child must have in order to perform: intelligence, reading ability, and memory. Obviously he must have a minimum intellectual potential, must be able to read the words of the sentences, and must be able to remember what these words were so that he can recall the facts of the sentence when asked to do so. This constitutes the level of literal comprehension and is the lowest and simplest of the comprehension levels. No independent thinking is required.

Interpretation

At this level the child is again required to do everything that was required of him at the first level, that is to say, he must, by using his intelligence, his reading ability, and his memory, be able to parrot back to the teacher the facts of the sentence. But in order to interpret what he has read, two new ingredients must be present. The first is a background of experiences upon which he can draw. The second is the ability to relate those experiences to the task at hand. For example, if we go back to our first sample sentence, Bill ran down the street, questioning on the interpretive level might be, "Was Bill going quickly or slowly?" "How do you know?" Notice that the child's ability to answer this question depends entirely upon his understanding of the meaning of the word ran, a word describing an action in which most children have engaged many times themselves, and the child must be able, in light of the teacher's question, to sort out from his vast number of experiences and understandings that which is applicable to this particular situation. He knows that Bill was going quickly because he knows the meaning of the word ran, and because he can associate running experiences of his own with that of Bill in the sentence.

Thus we now have an accumulation of five requirements: intelligence, reading ability, memory, background of experiences, ability to make associations, and with these pupils can operate on an interpretive level.

Critical Thinking

When a child is capable of performing these five enumerated skills and has therefore passed through the previous two stages in his thinking, we may then require of him that he draw a conclusion, make a generalization, or formulate a judgment. In order to do this, he must analyze a given situation. He must not only draw upon his previous experiences, but he must synthesize several experiences, evaluate them, discard extraneous ones, and on the basis of these procedures arrive at a satisfactory conclusion.*

To return again to our simple sentence, *Bill ran down the street*, a question designed to provoke critical thinking might be, "How could this be a dangerous thing for Bill to do?" Note that in order to answer this question, a child not only has to draw upon his background experiences and be able to make associations, but he must analyze the whole situation of a child running down the street. He must draw from his background of experiences a number of related concepts and synthesize these, discard those that are extraneous to the subject, and then arrive at a conclusion.

Therefore, we might correctly say that in this stage known as critical thinking, the child must exercise: *intelligence*, *reading ability*, *memory*, *have a background of experiences*, *be able to make associations*, *analyze*, *synthesize*, and then *make judgments*.

**Satisfactory* used in this sense does not mean satisfactory in the sense that the conclusion is what the teacher wants. When a child has performed a critical evaluation and has arrived at a satisfactory conclusion, we mean he has arrived at *one that is satisfactory to him*; one that he can rationalize and verbalize to others. Because each of us has an entirely different background of experiences upon which to draw, and because each of us varies in the degree of skill with which we can perform tasks, teachers should welcome responses at this stage of thinking which deviate from the "norm." As long as a child can justify his response and in so doing exhibits careful thought, the answer should be considered to have merit. This attitude of acceptance on the part of the teacher is crucial to the development of thinking skills.

Creative Thinking

The writer believes this to be the highest of all levels of human thought and certainly a level worthy of recognition by establishing for it a separate category. A word of caution must be inserted here: the word creative here means "original to the person having the experience," not necessarily creative in the sense of being entirely new addition to the general fund of knowledge. Original or creative thinking requires that the subject have each of the eight qualities involved in the three previous levels of thinking, but in addition, he must add to these qualities one or more of the following: imagination, emotion and energy. If a child has arrived at a judgment or a generalization or a conclusion through his ability to think critically, and if he then can add to this the highly individual ingredient, imagination, he can come up with an original, creative thought. If this original thought is one about which he feels strongly (has emotion), and if in turn his strong feeling overcomes his lethargy and causes him to exert energy in this direction, he produces original thinking.*

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*Is this not how innovation and creativity operate? We are fond of saying in colloquial fashion "He has an idea," and we become very excited upon learning about the end product of this idea. But what is an idea? Is it not one or more stimuli to which the individual has been subjected, which he has evaluated and considered, which he has combined with imagination, and then about which he has acquired strong feelings, and finally been moved to take some action?

Once again think about our simple sentence, Bill ran down the street. A question designed to stimulate original thinking might be "Why was Bill running down the street?" Pupils, having been led successfully from the simpler to this highest level of complexity in thinking can, through the use of imagination, evolve some extremely interesting answers. Notice that there is no right or wrong answer. Each child's answer is original with him and regardless of its pertinence, if this answer has been arrived at because of the activation of his own thinking processes, his response should be properly acknowledged.

It should be further noted that in this instance all the child had to do to reach this level of original thinking was to add a bit of imagination. He was not required to have strong feelings about it or to exert any energy in this direction. However, if any child, upon formulating an original answer to the question is moved to write a few sentences, a short story, or draw a picture, without further stimulation from the teacher, he would have employed those prime qualities which enabled him to produce some tangible evidence of the originality of his thinking.

Summary

To summarize, we might outline these skills in this fashion:

1. Literal feedback
    a. requires intelligence, reading ability, memory
    b. requires that pupil parrot back words of text.
2. Interpretation
    a. requires literal comprehension
    b. requires background of experiences, plus ability to make associations.

3. Critical thinking
    a. requires literal comprehension
    b. requires interpretation
    c. requires the ability to analyze, to synthesize, to make judgments
4. Original thinking
    a. requires literal comprehension
    b. requires interpretation
    c. requires critical thinking
    d. requires imagination, emotion, and energy

Identification of Levels of Thinking Required by Pupil Responses

Since the successful teaching of the thinking skills involved in reading comprehension involves skillful questioning, teachers must be able to identify and construct questions on the various levels. In the space provided, write one of the four words indicating your identification of the level of thinking at which pupils are required to perform: literal, interpretive, critical, original.

SAMPLE SENTENCE I

Big Jim lives in our village.

______________ 1. Who lives in our village?

______________ 2. Where does Big Jim live?

______________ 3. What word in the sentence means a small town?

______________ 4. What word means the opposite of small?, of out? of dies?

______________ 5. Is the person talked about in this sentence a man or a woman?

______________ 6. How do you know Big Jim could often be seen in our village?

______________ 7. How do you know that the person who wrote this sentence probably has some connection with the village?

__________ 8. If you went to Fairbanks and met Big Jim, how would you know that he was only in the city for a visit?

__________ 9. Where do you think the person talked about in this sentence got his name?

__________ 10. We have already decided Big Jim was a man. Could he be anything else? Explain your answer.

Check your responses against the answers on this page. Note the rationalization given for each response. If you disagree with any level identification, and if you feel your reasoning to be a as logical as the author's consider your responses to be correct, provided you can justify them in light of the explanations given in the preceding text. Teachers' interpretation, based on sound and logical thinking, is certainly acceptable here and in keeping with procedures you will use with pupils' responses.

Checklist of Responses for First Sample Sentence

Suggested responses to the sample sentence, "Big Jim lives in our village" are: 1. literal, 2. literal,
3. interpretive, 4. interpretive, 5, interpretive,
6. interpretive, 7. critical, 8. critical,
9. creative, 10. creative

Let us examine each of these identified levels. Obviously, questions one and two should be identified as being on the level of literal comprehension for all that is required of the pupils is that they give back to the teacher words taken directly from the sentence itself. Questions three, four, five, and six should be considered to be interpretive for these require previous knowledge of word meaning and the establishment of certain concepts. For example, for number three the child has to identify the word that means a small town (village) and has to draw upon his own background of experiences to know that a village is not the same thing as a city. Notice that he also has to know what is meant by a small town. In number four, the child has to think about the meaning of the words small, out, and dies, and then identify their polar counterparts (opposites), and therefore must have had practice both with polar elements in general and with specific meanings of these words. In order to answer number five, the child has to have some established concepts regarding names usually given to men and women and to associate this knowledge with the name used in the sentence. The sixth question requires interpretation of the verb "lives" as well as the thought contained in the entire sentence, for pupils must be able to associate the use of this word in the context of being the place where one makes his home. Number seven and eight are considered to be critical because the child not only has to have understood the words of the sentence itself (literal comprehension) and interpreted the meaning of the sentence in light of his own experiences (interpretive thinking), but is now required to evaluate this knowledge and make certain decisions based upon that knowledge. In the case of question seven, the ability to answer this question depends upon the child's interpretation of the pronoun our and upon some previous knowledge gained that whenever the pronoun our is used, it implies some sort of proprietorship. He then has to proceed in his thinking to explain this and evaluate his position in order to state clearly how he knows some connection with the village has been established. In the case of question number eight, the pupil has to recognize that the response hinges again upon interpretation of the word lives, but now he is required to meet the basic concept of the entire sentence in a new frame of reference (meeting Big Jim in Fairbanks) and make judgment based upon his knowledge of the sentence.

Questions nine and ten are creative in nature because there is no absolute answer to either of these, and each child responding has an opportunity to justify his own thinking and to be as imaginative as possible. In the ninth question, his creative bent certainly must depend upon relating his imaginative response in some way to the use of the adjective big. We do not know how Big Jim got his name, but any imaginative response which could be a logical explanation is certainly acceptable. The same is true for question ten. Children should feel free to decide that Big Jim could be a lead dog in a team of dogs, or offer any other explanation which to them seems logical. Remember, that a response is not considered creative just because it is "way out." In order to be creative, the child must have channeled his imaginative powers along lines which clearly show the fact that he has received stimulation because of his ability to have read and understood literal meaning, to have interpreted what was read in light of his own experience, to have made some evaluation or judgments regarding the concept and then proceeded to use his imagination to create a new response.

It is interesting to note that once children have successfully read simple sentences containing adjectives, possibilities for the development of higher thinking skills increase tremendously. Work this second sample sentence in exactly the same way you did the first one.

SAMPLE SENTENCE II

Sally's mother has a new fur parka.

_____________ 1. What does Sally's mother have?
_____________ 2. Who has a new fur parka?
_____________ 3. What is the parka made of?

__________ 4. Is Sally a boy or a girl? How do you know?

__________ 5. Is the owner of the new parka a man or a woman? How do you know?

__________ 6. What word might be used in the place of parka if we were living in other places in our country?

__________ 7. How do you know that some animal helped keep Sally's mother warm?

__________ 8. What season of the year do you think it might be?

__________ 9. How do you know that Sally's mother probably has had other fur parkas?

__________ 10. How do you think Sally's mother got the new parka?

Checklist of Responses for the Second Sample Sentence

Suggested responses for the second sample sentence, "Sally's mother has a new fur parka," are: 1. literal, 2. literal, 3. literal, 4. interpretive, 5. interpretive, 6. interpretive, 7. critical, 8. critical, 9. critical, 10. critical

Once again it is obvious that the first three questions deal only with the child's ability to feed back to the teacher the exact words of the sentence in response to the questions asked. In the case of questions four, five, and six, some interpretation based upon previous learnings and experiences is required. In the case of question four, we again are making reference to sex through the identification of names normally given to males and females. Number five is closely related to number four, but notice that a new element has been added in that we now must have some interpretation of the word mother before the decision can be made. To explain, in question four the decision was just made about the word "Sally." In question five, two-step thinking is involved because the word mother has to be interpreted first and then the decision made. The use of common versus proper nouns makes a difference here. In the sixth question (which, incidentally, some children may not be able to answer) we again draw upon a child's previous background of experiences with the realization that people "outside"* do not wear parkas but wear coats, which for them serve the same purpose.

Questions seven, eight, and nine are thought to be critical since they involve literal understanding, interpretation, and add the additional ingredients of analyzing and synthesizing and evaluating. In the seventh question, pupils have to interpret the word fur and its relationship to an animal. Hopefully, the conclusion can be drawn that just as the fur at one time helped keep the animal warm, so now the same fur will help keep Sally's mother warm. In question eight, there may arise some difference of opinion, for although the obvious answer appears to be "winter," it is often the case that many people either buy or make garments in the season just preceding winter. Therefore, a child responding to this question should be asked to state reasons for his answer. If no child volunteers a difference of opinion, the teacher should further pursue this line of thought by saying, "Is there anyone who disagrees with John's answer?" and then exploring the reasoning in each case.

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*The reader will note an association with the State of Alaska in this expression and in the content of the samples. This discussion on reading comprehension is published in Reading and Language Development, a resource book for primary grade teachers in Alaskan rural schools, written by Virginia W. Jones and published by the Northwest Regional Educational Laboratory.

If all the children agree, it is often helpful in instances of this kind for the teacher to deliberately take an opposite point of view. For example, the teacher might say, "It's strange that you all should agree that the season would be winter, because when I read the sentence, I decided that it probably was fall. I wonder if anyone can tell me why I thought it was fall." This stimulates children to think along different lines, and before long someone will come up with justification for the content of the sentence being related to a season other than winter. However, a word of caution is in order here, for whenever a teacher, in order to stimulate thinking injects some of his own thought, that teacher should be very sure at the conclusion of the discussion to point out to the children that he purposely injected a difference of opinion to make them think, and that this was not done to correct their responses.*

Number nine is thought to be critical because it calls attention to the use of the word new in the sentence, and lays bare the whole area of thinking whereby we come to the realization that new does not always necessarily mean brand new, but that it can mean new to the person concerned. On the basis of a good discussion of this question, some pupils may even come to the conclusion that Sally's mother's parka may really have been a secondhand one. Most children will realize that this could not have been her first parka, nor would it be the only one she now owns, but since we do not know how many other parkas she has had, the missing factors cause there to exist speculation and therefore critical reasoning is involved.

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*Important: Always be sure to let the children understand why you are following a certain line of thinking or a certain pattern of behavior. Too often in the past, as teachers, we have been afraid to let the children in on our objectives, to let them understand why we were doing a particular thing, why we had chosen a certain set of procedures. Children can always perform better when they are "in on the secret" for then they feel a part of the total learning process. This is particularly important in an example such as is cited above, for otherwise the children may feel tricked by the teacher.

The last question in this group is creative because there is obviously no known answer. Pupils once again must build upon their literal comprehension, their interpretive ability, and their critical analysis of the content of the sentence, and combine this knowledge with their own imagination to arrive at a creative answer. Any response which a child can justify through logic and which is imaginative is acceptable here.

Conclusion

Obviously, the examples given above have been oversimplified, but they should serve as an introduction to the kind of attention to comprehension and thinking we want to promote with our children. This procedure of "digging" into the hidden meanings as well as those obvious meanings in the material we read should have particular learning significance for elementary school children. Careful follow-through of these four categories of thinking will lead pupils from the simplest to the more complex processes involved. The simplicity of the sentences used as examples in this discussion, both in content and in syntactic patterns, should make it apparent that the procedures advocated here can be employed in the development of thinking skills with our youngest pupils. There is no need to postpone this vital instruction until the intermediate grades. It can and should be started on the pre-primer level.

Mrs. Benton Demonstrates
Eslotto Games to Media Aides

ESL Techniques for Primary Grades

Imogene F. Benton

I. Linguistrips

The Linguistrip set is made by Vistapro, Incorporated. It consists of fifteen filmstrips with accompanying tapes. The set was primarily designed for Spanish-speaking children. However, the techniques may be used in other English-teaching situations.

- A. Listening before speaking.
- B. Speech before reading
- C. Group, then individual responses
- D. Use of puppets for interest
- E. Structures learned in set applied to daily classroom activities for reinforcement and variation
- F. Specific questioning, with visually demonstrable answers

II. Eslotto

This is a game similar to Lotto or Bingo, in which the child may practice English in a structured but informal setting.

The cards depict commonly encountered articles with no extraneous detail. The guide provided lists suggested structures by levels for each set--nouns, verbs, matching.

Techniques and/or Principles:

A. Work with small groups--two to six

B. Native English speaker acts as teacher

C. Correct verbal response taught through game activity and is required from the child before the picture may be covered.

This set is to be made available to interested teachers in the Juneau Area.

III. Verb Picture Cards

This is a set of cards designed for use in the teaching of English verbs. All illustrations, done by Andrew Chikoyak, depict village or school activities.

Techniques and/or Principles:

A. No writing on cards or chalkboard

B. Structures taught by Mimicry-Memorization, Pattern Practice and dialogues

C. Effective for illustrating experience stories

D. Irregular verbs taught through sentence use, no explanation of grammatical rules.

This set will also be made available to teachers in the Juneau Area.

Most Important!

1. Aural-oral mastery must precede reading.
2. The children must talk--talk--talk
3. Present oral models at the slightest hesitation. We are teaching, not testing
4. Listen--Repeat--Practice
5. A language is not learned by memorizing rules of grammar.
6. Responding in a group provides anonymity for the shy child, but still gives needed practice.
7. Always return isolated words to a phrase or sentence setting.
8. When helping a child with a difficult sentence, break the sentence down from the end to the beginning. (...in the chair...Please sit in the chair).

Correlated Activities

1. Use Games
   Boxes of objects to teach sounds. Traditional games requiring repetition of sentence patterns.
2. Listen to records.
3. Use language master
4. Develop experience stories
5. Children to read to audience other children or teacher
6. Use finger plays
7. Employ dramatizations
   Role playing
   Stories
8. Use puppets
9. Have show and tell period daily.

Show and Tell

ESL IN THE MIDDLE GRADES

S. William Benton

In a recent issue of the TESOL Newsletter, J. Donald Bowen from UCLA who is deeply interested in teaching English as a second language, and is considered to be a leader in the field had an article entitled Terminal Behavior in Language Teaching. Terminal behavior is a term which he had borrowed from the field of psychology and which reflects the belief that the way to measure any educational activity is by the degree to which the student's behavior has been modified by this activity. In other words, to what extent does he or can he do things that he didn't or couldn't before the lessons were presented. Dr. Bowen points out that this term fits very comfortably in second-language teaching because we try to influence the behavior of our students by making them able to communicate effectively in a medium other than their Native language. We feel that we can measure and evaluate the extent to which our students can do this and this measurement reflects how effective the teaching of this skill has been. The primary requirement is, of course, knowing what terminal behavior you are looking for. Once we have determined what terminal behavior we are looking for, we pick and arrange activities for our classes which will lead to the terminal behavior we are seeking. The only trouble with this is that we don't know exactly what activities lead to the skill of communicating effectively in a new language.

As Dr. Bowen points out, all normal human infants who are raised in a normal social environment learn their mother tongue.

The only trouble is that we cannot recreate this for a teenager or adult. If we are going to learn a language naturally, then it seems possible only with the optimium combination of age and circumstance. We want our students to reach the terminal behavior of being able to communicate within his range of experience. The ideal, of course, is being able to communicate in the same range he commands in his first language. Unfortunately, if the student is not an infant, this involves physiological and neurological coordinations that can be controlled only after the student has had considerable practice. It is something that has never been successfully described in detail and it is something which has yet to be imitated by any machine. We do know this, though, we can't ask our beginning students to practice just by imitating what we want as their terminal behavior. They aren't ready for it; they can't understand what they are doing; and they, frankly, are just not capable of doing it. So what do we do? We work on all sorts of intermediate behavior which we hope will lead to what we desire for their terminal behavior. You can;t really ask a student to communicate in a language he has just begun to study so we substitute repetition, mimicry, substitution drills and so forth. On the level we are concerned with in this group, some of the students are ready for communication and some are not. You, however, may have a pretty good range of skills in English right in your class, and you probably do. You have to assume two very important responsibilities. First, you should understand how all these intermediate activities can be related to the terminal behavior you are seeking; and you have to move steadily toward communication in selecting and designing the activities your students participate in in your classroom. Now you are probably saying, or at least those who are listening to me are saying, yes that's right. But how do you do it in the classroom? How do we move from manipulation to communication? How do we get our students to the point where they can do this?

When you go through these manipulative exercises they have a predictability about them. You know all the answers and your corrections are based on your knowledge. But when you are really communicating, the listener does not know all the answers. You know the range within which the answers must fall, but the choices have to be left to the speaker or there is really no point in the communication. If, then, in language teaching, you want to reach the point of communication, you have to be able to use questions, answers and so forth which are not predictable. The skill with which you direct these activities not only measures your professional efficiency but is also your guarantee that your job won't be taken over by a machine. You have to forever ask yourself if you are using all the communication activities your students are capable of handling and you have to analyze each activity to know whether it involves communication. You use activities as early as your students are capable of handling them and you increase their use as the students increase their capabilities.

Have children teach their language to you; they speak, you write, they will show the colloquial differences.

TEACHING CREATIVE WRITING

Mrs. T. D. Allen

You are an individual. This is important. We are all interested in people and in life. We need to know about life everywhere in order to have a good life.

You can learn from babies. There are five doors through which a baby can learn what he needs to know about life:

1. eyes
2. taste
3. hearing
4. smell
5. feeling

We don't learn anything that doesn't come through those five doors. Each of us has five doors and all of us have different senses. We don't see the same. We don't taste, hear, smell, or feel the same.

When people read what you write, are they going to understand what you say? When a person is experiencing the same thing you have experienced, he is living it. You are seeing what the other saw, what he tasted, heard, smelled and felt.

Let's all turn our ears on. Tear off a small piece of paper; what did you hear? Tearing sound.

Now smell it. Does it smell like anything? Ink. Did anyone else get an odor? Like alcohol. What color is it? White. Are there any other colors in it?

Now feel it. The top side, the bottom side. Does it have a sharp edge, soft edge?

Take another piece and eat it. You don't have to swallow it but taste it; taste it very good. How does it taste? Like wood.

We've taken a very ordinary piece of paper and you have turned on this piece of paper with your five senses. Through the senses you can make a page in a book come alive.

You are the authority on writing. You, now can write something so someone else will want to read it.

You may even decide to write a poem. Have you ever written a cinquain? That is, a five-line poem. I think it would be fun for us to write one together about something that you have seen, tasted, heard, smelled and felt on your trip to Anchorage. The form of the cinquain is like this:

Line 1. A noun (that is the subject of your poem)
Line 2. Two adjectives (or modifiers separated by a comma)
Line 3. Three verbs (usually in the "ing" form because this puts the poem in the present tense)
Line 4. A sentence or fragment--some statement about the subject.
Line 5. A synonym for the first word.

Now tell the name of something you have seen on your trip that really impressed you. I'll write what you tell me on the chalkboard.

STUDENTS: Anchorage.

MRS. ALLEN: Now, can you tell me two words that describe Anchorage?

STUDENTS: Huge, noisy.

MRS. ALLEN: Next, we need three verbs. For instance, what have you been doing to have fun since you have been here?

STUDENTS: Shopping, swimming, skating.

MRS. ALLEN: Well, you really have had fun! For the next line we need a sentence that tells something about Anchorage that impresses you most of all.

STUDENTS: So many streets.

MRS. ALLEN: What about those many streets? Do you find it easy to go places?

STUDENTS: No, we get lost.

MRS. ALLEN: Then we can say, some many streets we get lost. For the last line we need another word for Anchorage.

STUDENTS: City.

MRS. ALLEN: Wonderful! Now we have a cinquain. Let's read it.

Anchorage
Huge, noisy
Shopping, swimming, skating
So many streets we get lost
City

ADMINISTRATIVELY SPEAKING
(A panel discussion)

Panelists: (left to right)
Harold Witten
David Weaver
Robert E. McLean (Moderator)

QUESTION: What will happen to BIA teachers when their schools are transferred to the State system?

ANSWER: BIA increased its recruitment quota for the coming year in anticipation of fewer schools to staff.

BIA retains teachers whose schools are transferred to the state if the teacher wishes to transfer to another BIA school.

QUESTION: What happened to the GS-9 Teacher Program?

ANSWER: We ran out of money. The program was never funded so money was borrowed elsewhere. Applications should be kept coming since paperwork takes a long time to process. Funds for additional GS-9s should become available July 1, 1969.

QUESTION: What about the GS-11 Master Teacher Program?

ANSWER: Most certainly there will be one eventually. Best guess is in about three years.

QUESTION: Why can't one move at the end of a year to the station of his choice?

ANSWER: Money restriction--it costs $2,000 or more to move a family.

Educational restriction--the first year at a station teachers are not so effective as in following years; during a turn-around leave year.

QUESTION: Will you explain the new performance rating?

ANSWER: Under our new system, the immediate supervisor reports in an employee's birth month. The only documentation of one's rating is made if the performance is to be brought to the attention of the "higher-ups." Satisfactory rating requires no paperwork.

QUESTION: Will you explain lateral transfer?

ANSWER: Teachers and administrators have a right to transfer "outside" to a position of the same rating or a grade after four years in Alaska. A transfer is hinged upon the judgment of the field office to where the transfer will be made.

No teachers have been turned down for lateral transfer if there is a vacancy, but often transfer is not to location of choice.

QUESTION: If one receives severance pay due to reduction of force, can one be rehired by the government?

ANSWER: Yes.

QUESTION: Why is rent so high?

ANSWER: The rates are comparable to base rates in nearest established communities: Juneau, Fairbanks, and Anchorage. Bush rent rates must be comparable but are adjusted according to established amenities present in quarters. Most stations received deductions due to isolation. Quarters rent may be deducted for income tax. The pictures of quarters which have been requested from all stations will be used to assist in evaluation of homes for rent assessment.

Quarters rent are established by the Bureau of the Budget. All Alaskan agencies are under this mandate but bush stations are accepted under isolation factors.

FHA has been contracted to evaluate quarters. They will be coming to stations to inspect buildings. Rent rates must be at least 67% of allowable rate as established in nearest community.

QUESTION: Must a single person pay full rent for large unused quarters?

ANSWER: No. Direct your inquiry to your immediate supervisor.

QUESTION: My house has no sewer; it shifts. Can I have some rent deducted?

ANSWER: Yes. Channel your inquiry to the supervisor.

QUESTION: If a school is being transferred to the State, will quarters evaluations still be made?

ANSWER: Yes. New rent rates will be effective February 1, 1970.

QUESTION: Is it necessary for the Bureau to accept FHA's evaluation of rent face value without adjustment?

ANSWER: No. Requests for adjustment can be made through your supervisor.

QUESTION: If one is a GS-7, can one terminate employment and re-apply for a GS-9?

ANSWER: Yes, actually. Probably no, practically. A GS-9 is earned by recommendation of past supervisors and a Bureau employee's supervisor would have recommended him for a 9 prior to resignation.

QUESTION: If BIA hired a new teacher at a GS-9, this theoretically prevents a teacher already in Alaska from being advanced due to budgetary ceilings.

ANSWER: We have no intention of hiring GS-9s until after July 1.

EXPERIENCE CHARTS

Small Group Special Interest

I. An experience chart is a record of a class experience written by the teacher in the children's own words.

II. Advantages of experience charts:

   A. Teaches children to think

   B. To organize thoughts

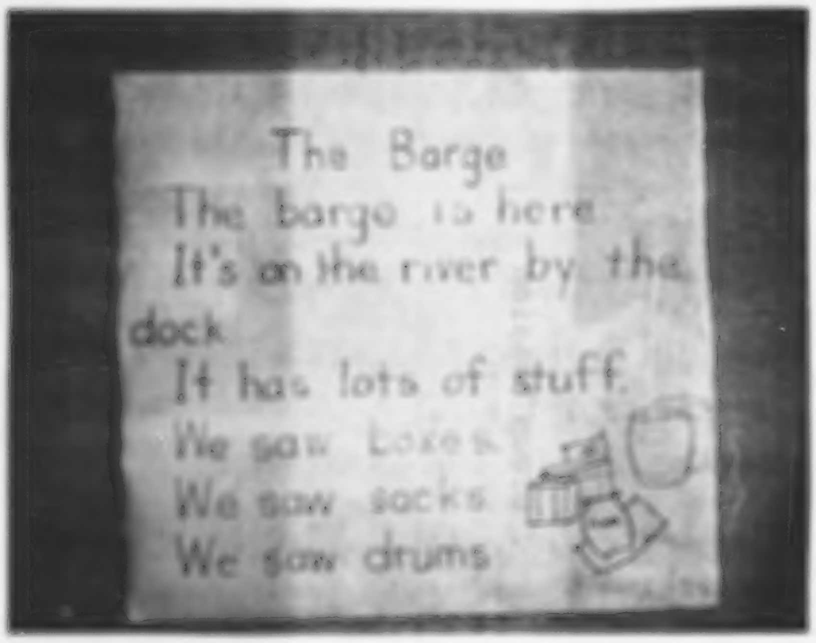
   C. To learn punctuation

   D. Reinforces learning

   E. Children see spoken language written.

   F. See ABC's used in forming words

Below is a picture of an experience chart. This class was studying transportation on the Yukon River. One means of transportation that all primary children have seen and are aware of is the barge. (That is, all children in this particular area).



The Barge
The barge is here
It's on the river by the
dock
It has lots of stuff.
We saw boxes.
We saw sacks
We saw drums

LANGUAGE ARTS (PRIMARY LEVEL)

Special Interest Group

Language arts usualy involve the entire curriculum. It can be integrated with all other subjects for a better understanding and knowledge of the English language. One of the first things a teacher should do in the fall, before school starts, is to survey the needs of the children and the needs of the community.

Here are some suggestions for your Language Arts Program:

1. Use old texts to cut up and make small booklets to give to children to take home.
2. Rural School Project (Fairbanks) will give a free book to each child. The Ford Foundation pays for the book; just send each child's name and grade.
3. Invite future beginners to visit school for a day or two in the spring.
4. Good films for social studies can be had for all levels (free)
    - A. Ford Motor Company in California
    - B. Public Health Service
    - C. University of Alaska
5. Most teachers would like to try the Alaskan Readers as a supplementary text.

Here are some methods of motivation for your children in the Language Arts Program:

1. To motivate shy children use very small groups of three or four at first and then gradually progress to larger groups of eight to ten.
2. Use Individual work in reading.
3. Choral Reading.
4. Audio-visual aids
5. Use hand puppets

LANGUAGE ARTS (INTERMEDIATE LEVEL)

Special Interest Group

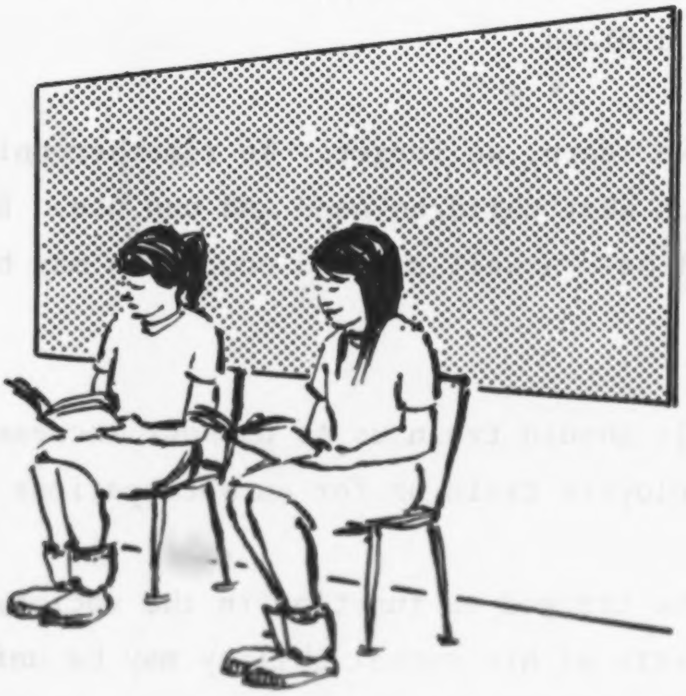
Much of our material in the intermediate grades, and the primary grades as well, does not interest the students. No motivation is provided by such books as our primary social studies text. Children have many questions to ask that do not fit into any particular subject area. Some teachers find time each day to discuss some topic. Questions that the teacher can't answer are written on the chalk board to be worked on through research.

It's generally accepted that the inquiry method is a good one, and many teachers plan to try out the ideas presented by Mrs. Jones in the general session.

Below are listed more good ideas for the intermediate level pupil for developing and maintaining good English:

1. The use of current events for stimulating class discussions. This provides opportunity for language building, map study, study of human needs, etc. Magazines used in the classroom to learn about politics, sports, theater. Children, who at first thought Bob Hope was President Nixon, can now recognize President Nixon in any paper or magazine. If the teacher can relate events with personal experience, it greatly interests children.
2. Use of tape recorder for study of spelling words, presenting stories, etc.
3. Older students can be utilized to make tapes for younger ones.
4. Children enjoy sending speaking letters to pen pals. They find it fun to set the situation up as a news broadcast. In writing to pen pals, illustrated letters are beneficial. They help clear up misconceptions of Alaska as well as boost the child's self-image and increase knowledge of people living in different places.

5. Language master can be helpful in teaching alphabet and difficult words.
6. Children who wrote the Haiku in Barrow, used the Eskimo language. They made acrostics when studying areas of the world. They were used both for cities and products.
7. Golovin and two other villages have an exchange program in which their students write to each other and draw pictures of their villages. Next, they plan to use tapes and pictures.
8. Teachers can use postcards of areas they have visited to acquaint children with those areas.



NO REASON TO STAY (Film)

Some Comments

The film was obviously slanted against the educational system as it is today. The film was made in Canada but is still applicable to us.

In the United States, education for all forms everyone to fit the mold. We do not listen to the individual child when he tries to tell us of his needs. Children need someone who will listen with understanding.

Our schools tend to educate students to go on to college, not to get jobs. College may not help some people. This is an age of specialization, but then, maybe the speciality may be obsolete. Education doesn't and can't stop. Too many students think it ends with the diploma.

Most of what we learn, we forget. We remember only what we use. We should teach what children need and can use. But who knows what that will be? A well-rounded education may be best at this time.

Perhaps schools should train us to use our increasing leisure time. Let employers train us for our occupations.

A child must be trained to function in the society in which he will live. Tests of his verbal ability may be unfair, but they are used, and their results will determine a child's future.

The world in which our children will live may not share the beliefs we live by today.

DISCIPLINE

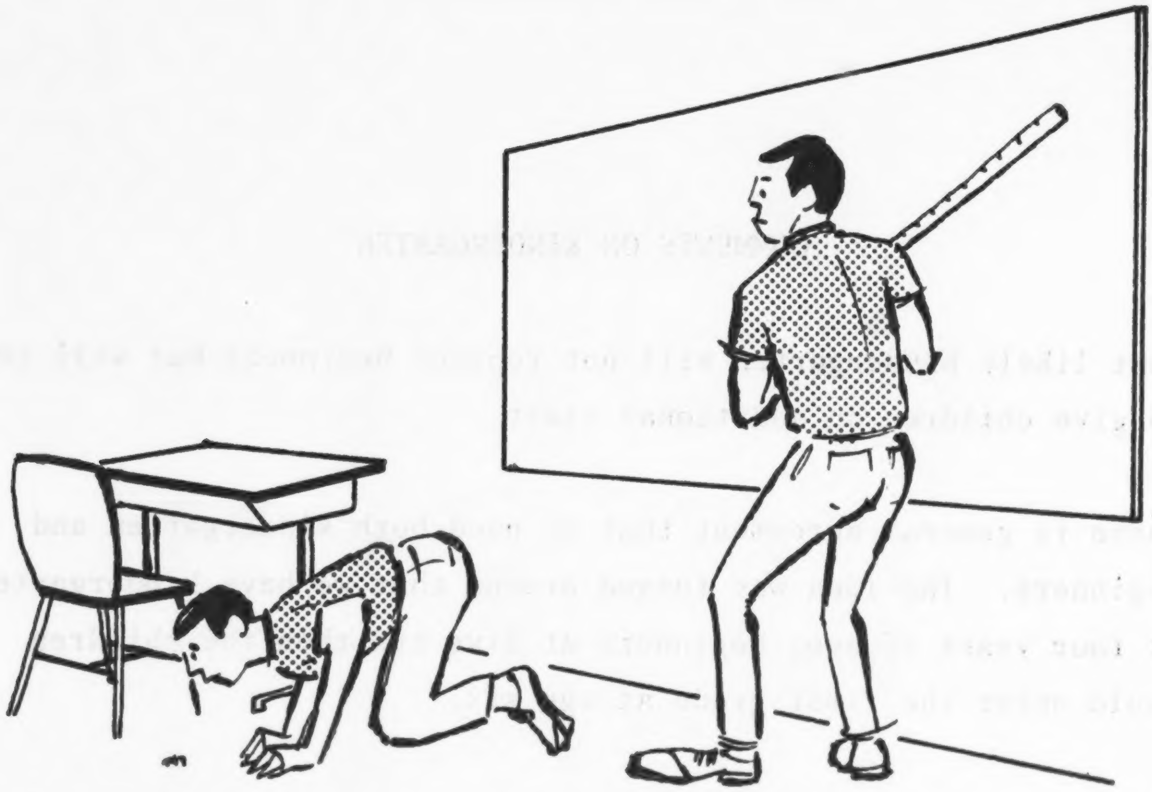
This subject was brought up many times during the workshop and it seems each time comments and questions concerning discipline were mentioned, the subject was changed or non-commital answers were given. We feel we have some very good guidelines concerning discipline by K. R. Johnson of Science Research Associates.

Discipline is one of the major concerns of classroom teachers. Many teachers become so occupied with the question of discipline, that it becomes an end in itself and not an achievement.

Everything the teacher says and does in the classroom should be related to learning. He should repeat over and over and over again: "I am here to teach and you are here to learn." This should be expressed in the teachers every action and should be related to every rule and value. We can't conduct a class if children fight, come late, and behave in a manner that disturbs other students. Pupils are likely to behave themselves if the instructional program is interesting for them and gives them valuable learning experiences. Perhaps the reason for discipline problems with some pupils is due to an instructional program that is not very meaningful to them.

Suggestions on Discipline

1. Disadvantaged pupils seem to respond better in a classroom atmosphere that is highly structured--more of a traditional approach than a permissive approach should be used to control them. However, methods must not be unreasonable or overly strict.
2. Never use sarcasm to correct behavior. It sometimes gets immediate results, but it ruins chances for future rapport.



3. Don't use negative admonitions constantly. Pupils need positive encouragement constantly.
4. Never make damaging remarks or use punishments that may hurt their self-concepts; teachers should heal rather than further wound self-concept.
5. Don't make a "big deal" out of little unimportant incidents.
6. Do not ask individuals to tell on each other.
7. Don't punish the entire class for the actions of one individual. The innocent decide that they get punished anyway, so in the future they, too, disobey.
8. Never use physical force.
9. Always be consistent in discipline procedures.
10. Make a few rules and strictly enforce them rather than make many rules that become so great in number and complicated that they block the main task of teaching.

COMMENTS ON KINDERGARTEN

Most likely kindergarten will not replace beginners but will serve to give children an additional start.

There is general agreement that we need both kindergarten and beginners. The idea was tossed around that we have kindergarten at four years of age; beginners at five and then the children could enter the first grade at age six.

The general concensus is that kindergarten should be for half a day and beginners for half a day. The kindergarten program should be self-contained with a Native education aide.

Use play as a learning experience to provide many opportunities where a child can learn through experience.

Field trips to various places in the village; pick and can berries, which employs measuring, reading recipes, etc.

In Kotzebue the kindergarten program consists of 41 children in two sessions. In addition to play-acting or role playing the teachers use storytelling with the flannel board, records and filmstrips, to help the child choose his area of interest.

ART

Small Group Special Interest

It seems that the biggest and most common of all problems in the area of art is the lack of materials. True, we usually have plenty of paper and pencils, but, are they the right kind? For example, it takes certain kinds of paper for certain kinds of art. If one wants to do a charcoal, you should have charcoal paper, finger-painting paper for finger painting, water color paper for water coloring, etc.

Below are some ways to use available materials that may be available in your village:

1. Scraps of fur
2. Pieces of ivory
3. Collect grass for weaving
4. Collect stones for jewelry
5. Bones to carve masks

There was some discussion about materials available. It seemed the concensus was that it was up to the teacher to adapt materials on hand to the situation as needed.

The teacher can use construction paper and other materials to make diagrams and other devices for everyday use. Some have made crossword puzzles, etc.

The subject of mental retardees and those emotionally disturbed led to the question of what can be done for extreme cases. The representative of Welfare pointed out that in extreme cases, there is the possibility of taking children out of the village for special help.

One problem brought up was the inadequacy of space to devote to special groups. There is also the problem of inadequate personnel.

One suggestion in answer to lack of personnel is the use of tape recorders or record players. Special instruction can be recorded on the tape and used by the special group. This entails some extra hours of work on the part of the teacher.

It was found that children will go to the tape recorder and listen to it, when they would not listen to the instructions of the teacher. If a special corner is devoted to special education children, they may be permitted to listen to a record of music to relax them and get them in the mood (condition them) to listen to the tape.

Use a film strip projector in the "special education corner." Limit the number of children permitted to view at one time. The film strip may be focused on a piece of tagboard on an individual's desk.

In some villages, very few arts and crafts are being produced. Most children have a natural talent for drawing or doing things with their hands. Children should be encouraged to do original work and not copy from books. Tracing is another bad habit and does little to contribute to original work. Teachers should try to build up a child's idea of worth and offer guidance and constructive criticism.

Art in the elementary classroom helps children in many ways. One of these is expanding his awareness of his environment and his relation to it. How many times have you heard someone say "I've walked down that trail a hundred times and never really saw that tree "? Art field trips help children to be observant of things around them.

If you have some beans and rice, you may want to let your class try a textured picture. Art definitely has a place in the curriculum and there are so many types, you should be able to find the one or more that your class will enjoy.

SPECIAL EDUCATION

Special Interest Subject Groups

Special education group initially met with John Moore. The problem we are confronting, said Mr. Moore, is to define what we will do with the exceptional children we have. He called for a listing of activities used in the classroom: a list which can be passed to other teachers for use with the few exceptional children within most Bureau classrooms.

Since this may be the last year that the Bureau will be a participant in the Federal 89-10 program, all monies for special education programs may have to come from other budgets henceforth. With regards to funding, Mr. Moore urged teachers to meet with schoolboards and draw up specific needs, document them, and move through the advisory boards. It has been noted elsewhere in small groups, he added, that the time is rapidly advancing that the advisory boards have considerably greater voice in determining school affairs than do the teachers themselves.

In working with exceptional children, stressed Mr. Moore, concentrate upon their strengths rather than their weaknesses. There is no formula for determining exceptionality, he added, since definition of various phases of exceptionality depend, unfortunately, upon the school one attends for special education training.

Members of the primary division of special education discussion group concentrated upon specific techniques and gimmicks usable in the classroom for activities with special students.

Value of the Language Master was stressed in several ways. Pictures can be clipped upon the Language Master cards and questions about the pictures taped. Children should work in groups of two or three, discussing the questions and pictures. "The children always talk anyway," one of the teachers observed; "they may as well talk creatively." Pictures illustrating various concepts of over-under, left-right, and the like may be presented upon cards and reinforcement sentences on the tape. Short sentences employing reading vocabulary may be written upon the cards and children listen to the sentence taped.

Use of Tape Recorders:

Individualized lessons can be taped and earphones used. For the very beginning learners, simple directions may be employed. Example: If you are a boy, put X on your paper. Write your name. Do you see a ball in the picture? If you see a ball, draw a ball.

It was suggested that tapes can be developed so that one has an entire program on a single tape, taking a child individually a great distance.

One teacher in the group writes stories in small book form, has taped the story, and children follow the book while listening to the tape.

Development of the language arts:

With puppets, shy children will converse with teacher if the puppet is speaking rather than the child.

Puppets can be used as role-players in many settings. Stick puppets are easy to make. Teachers have found them effective in dramatization of reading lessons.

In a non-English speaking village, children will converse with the teacher through an intermediary: one child speaks to a second, who then acts as translater. It was suggested that this may be a cultural as well as a linguistic factor.

Children can draw pictures to illustrate stories. This provices excellent practice in comprehension of details.

DEVELOPMENT OF HAND-EYE COORDINATION

Considerable time was devoted to discussing activities which develop coordination. Such as:

Formboard-type activities using cutting and pasting activities.

A design, puzzle, or shapes are dittoed on two pages per pupil; the pupil cuts out the first page, is required to paste the form on the same shaped figure on the second page.

Tracing is a good activity for beginners having coordination difficulty.

Children can draw their own pictures, then cut them out as puzzles and reassemble them.

All activities requiring matching and classifying are valuable to the development of readiness.

Recommendations for Consideration

1. That there be a special education program coordinator in Juneau.
2. That the Area Office employ a language arts and reading diagnosis specialist.
3. That we develop a readiness guideline for teachers to be able to judge when children are ready to begin formalized reading.
4. That we develop a handbook of activities for exceptional and slow-learning children to use as developmental independent work in the classroom.

UPPER LEVEL SPECIAL EDUCATION

Areas to explore:

1. Methods and Techniques
2. Development of Materials
3. Learner Motivation
4. Correlation with Related Subject Areas

For emotionally disturbed children: One technique--provide a seat for him where he can see without being observed by the others.

Another suggestion for emotionally disturbed children--reinforcing reward for success. Another: Ignore some disturbing behavior to bring the disturber into line by his feeling "left out."

Motivation: One teacher devised a stage to be used by pupils to put on any kind of dramatic performance he might wish with a limit of so many minutes for each one. This allows the pupil a certain amount of self-expression and opportunity for creative activity.

Another: Children were allowed to use a phonograph as a reward.

A point system was worked out and applied to the behavior of the pupils. Rewards of small items were given for so many points or for excellent work. It was suggested that this point system might tend to breed frustration and jealousy.

Education itself should be made a reward.

It was suggested that stars be used as a reward for certain accomplishments.

A list of materials we need:

1. More programmed material (similar to SRA, AAAS) Science, Social Studies, Math, etc.
2. Teaching machines the pupils can operate themselves.
3. More filmstrips.
4. Programmed workbooks (Sullivan Books).

GENERAL COMMENTS FROM THE GROUP DISCUSSIONS

Teachers should avoid lecturing regardless of the level being taught. We should make the early years so interesting that the child will retain his vitality and enthusiasm.

Emphasize that education is not just job training but also to be good citizens and for helping others.

Lessons kept short--interesting to the children with teachers aware of the interest span of the children.

Reading stories is a way to involve or bring together the group.

A Native speaker favored students attending high school outside of Alaska; her reason being that the experience was fulfilling.

For a more positive self-image, it was suggested the schools become better staffed with Native people such as principals, teachers, etc.

Education should not be geared mainly to preparing a student to get a job; but also to develop the whole person so he can think, choose and more or less steer his destiny.

If there appears to be a great deal of continuity and agreement between the State and the B.I.A.--let this be publicized. It's demoralizing to the bush teachers to hear that the B.I.A. is inferior to the State bush schools.

Will children still be able to go outside to Chemawa or Chilocco if Regional High Schools are increased or established?

HEALTH EDUCATION

Small Group Special Interest

Problems in health concern each teacher in the village because each child is important. Health service in some villages is variable. Doctors and nurses do not get to each village every year, consequently, the job of doctoring the children comes under the auspices of the teacher. Education aides can and will help a great deal, and some take over completely, treating cuts and sores and minor ailments. Most villages now have a medical aide who is in touch with the doctor via radio for the handling of the more serious ailments.

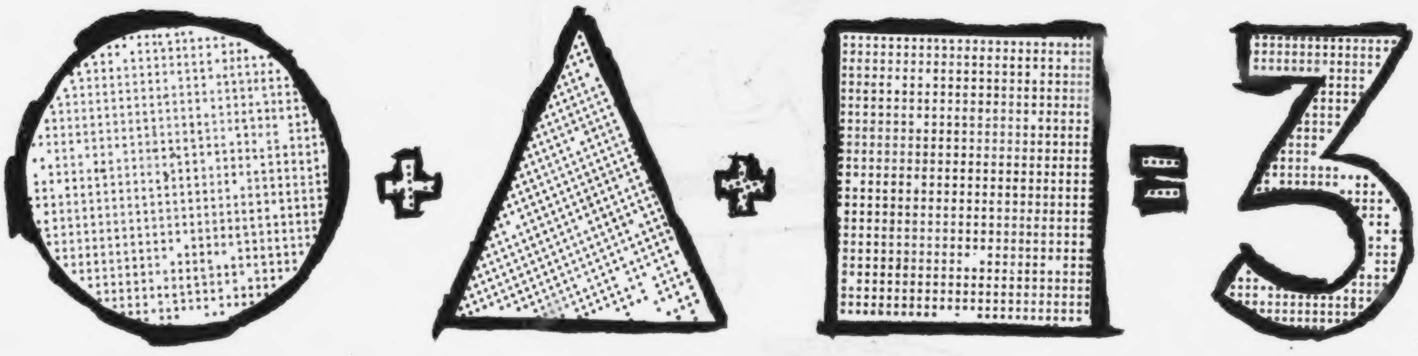
If radio transmission is out and the ailment is of a serious nature, the aide and teacher should make the best judgment possible until a doctor can be notified. The Shaman, or medicine man, still practices in many localities.

PRIMARY MATHEMATICS

Small Group Special Interest

Below are listed some techniques used by teachers in the area for the teaching of primary mathematics:

1. Keep charts or graphs for progress of pupils.
2. Keep on hand a supply of play money for the children to use to buy a make-believe lunch, pencils, paper, etc.
3. Set up a store using surplus items from the standard grocery order.
4. Use Lattice Board for finding number patterns.
5. Teach place value.



REGIONAL HIGH SCHOOLS

Small Group Special Interest

Is it for the child's best interest to keep him close to the village for high school? Here are some comments?

He will be able to get to and from his home quickly and for holidays.

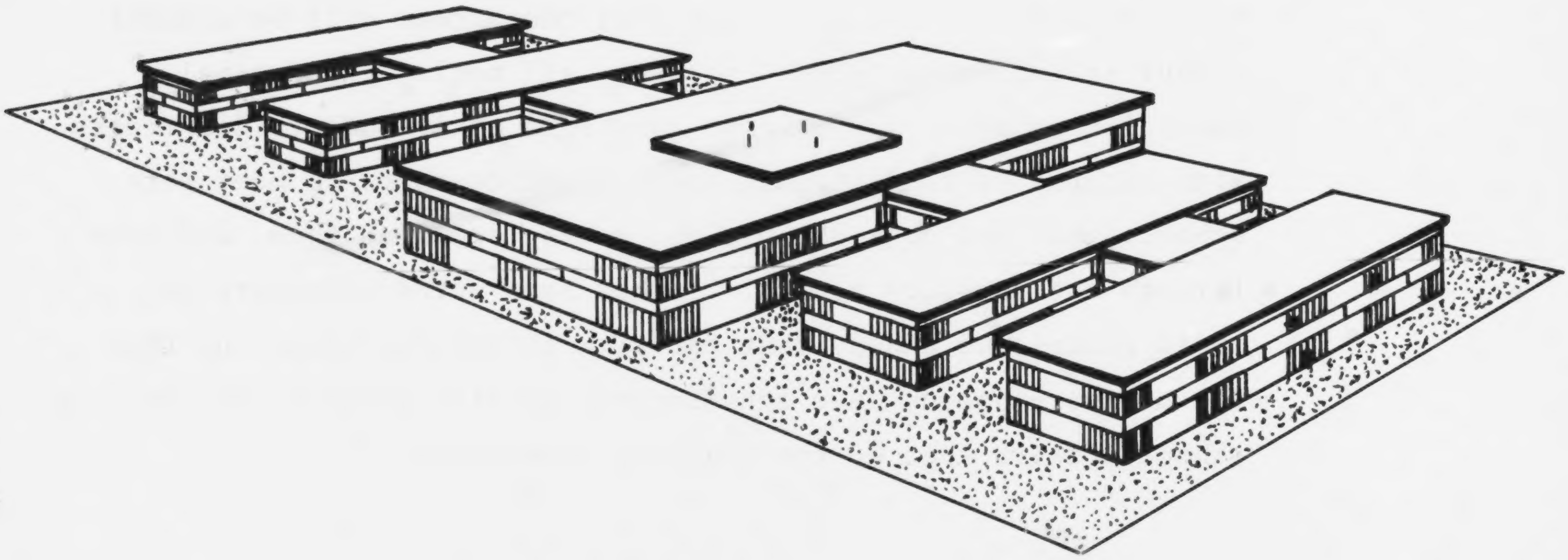
Cost of transportation would be much less for government.

Regional High Schools would help the economy of towns they are located in.

Many Native children do not want to go to school in or near their village. They want the experience of going out to school.

Parents are reluctant to release high school age children to boarding schools.

Some parents would prefer that their children go out to school because the sites chosen for the regional schools are undesirable to them. (Example: Bethel, Nome)



Cultural ties keep young people in the village when parents do not want to give them up to a different culture and way of life.

We would like to have more information on the experiment at Rough Rock, Arizona.

Parents are not involved enough in school functions and therefore do not understand our goals with their children.

Beginners need special attention. In multiple classes some feel it would be better to have one hour just with beginners than to stretch out a long day with two to three other grades in the same room.

Class loads are too high and rooms are too small in some schools.

The Alaska Reader is considered "great" by those who are involved with this experiment. The idea is to keep the reading relevant to the familiar and leave the new concept to other subjects.

Use of Dick and Jane is good because it's not new and different--should not be used as the only tool but in combination with charts and experiences.

All groups are different--in all classrooms but reading material must be related to the child and what he knows.

The importance of skills to communicate is noted. Observations that many new programs as "involving the community and resource people" is done as a matter of daily schedule in most stations.

Texts should be relevant to child's environment. Alaska Readers should be in all BIA schools.

People still need to know about the past. We should try to teach history along with current events.

A. Things we can do now
   1. Compile booklet with teachers' ideas on the different levels
   2. Pen pal writing
   3. Teacher's exchange of slides (copies made by media center) Slides pertaining to the different states.
   4. Concept study relating to environment; e.g. playing store, using real money.

B. Suggestions for the future
   1. That each school be provided with current magazines and newspapers--Newsweek and Time.
   2. Traveling units provided by media center with teachers' ideas and materials from the different villages.

A Panel Discussion--
Ideas

Reversing the usual panel discussion format, panelists Wally Craig, Fairbanks, Bob Davis, Nome Agency, Richard P. Birchell, Bethel Agency, John Moore, Southeast, Ed Wight, Brigham City, questioned members of the audience.

CRAIG: One of most fertile fields for new ideas is from new teachers. What from this conference was particularly adaptable for your own use at home?

JIM HUGHES, Barrow: This conference has been the most stimulating of our three conferences. Good approach has been developed in creative thinking. We hope our teachers will begin to utilize more thinking, less telling. Teachers staying in same grade 10 or more years become too narrow. Our teachers will observe other grade levels to broaden understandings.

DAVIS: I want to draw your reactions concerning role and effectiveness of advisory school boards.

MRS. EGELAND, St. Michael: Our three-member school board hasn't met.

HOOD, Koyuk: Very cooperative. Our board is active and interested. They are doing what they can to help.

MARTIN, Selawik: I see two purposes for having an advisory school board: (1) people in community must bridge the gap between school and community, and (2) they must be involved in running the school to prepare for State take-over.

WILLIAMS, Wainwright: We have an understaffed school; it was decided to use the school building from 8:00 to 6:00. Although confusing the villagers were very cooperative. Our headway I attribute to school board which met with us and proposed this program to the people.

BIRCHELL: What ideas from this conference can you incorporate into your team teaching program at Hooper Bay?

DUDLEY, Hooper Bay: The most interesting concept is Critical Thinking--Inquiry Processes. Applying these techniques will be an adaptive procedure.

MOORE: In one word, this conference's theme could be described as creative. What correlation does this have with last year's conference stressing self-image? What applicability?

SLATTERY, Shageluk: People are participating more and involving themselves more in this program. It is obvious that in the interim year, teachers have been thinking, communicating within their community, and growing professionally.

MATSON: Self-image is formed not only by what one thinks of himself, but how we react--our real reactions, not lip services. Do we really consult the people, consider community goals? In order to create understanding and bridge gaps, we must respect opinions; we must listen to the Native leaders. In Barrow we recognize that the people of Barrow are responsible persons; now it is one of the most progressive Alaskan cities.

CRAIG: What may agency superintendents do to facilitate programs and support your efforts?

MRS. FOSSMAN, Southeast: We can't seem to get together and agree. In the future, could we secure a district-wide rather than an area-wide conference?

TIFFANY: Teachers state that an area-wide one is preferred.

TIFFANY: Senator Blodgett, how do you view developing role of Natives?

SENATOR BLODGETT: I don't find enough involvement of the people, particularly in the matter of State take-over of schools. People should be able to vote upon this issue.

TIFFANY: This is exactly what is happening, and our plan is one of mutual readiness.

SENATOR BLODGETT: State-operated rural schools are substantially below level of BIA day schools. I feel that the State take-over of rural schools will be a step backward.

TEACHER RECOMMENDATIONS FOR FUTURE WORKSHOPS

Shorter general sessions.

More small group discussions for a better exchange of ideas.

A time to talk to other teachers and compare successes and failures.

Having Native people speak more would be of much value.

It would seem that, as the Bureau is part of the Federal Government, we should have just a bit of patriotism displayed. For example, we should open with a prayer and close with a prayer. Also, the pledge to the flag should have been part of the opening ceremony. After all, if we don't set an example for our teachers, what can we expect from them?